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ABSTRACT

One of a series of activity guides, this publication offers a variety of learning activities and resource materials for elementary school students. The activities and resources include: poems; word puzzles and other puzzles; arts and crafts activities; facts and activities about Easter; language arts activities; facts and activities about animals; rules for skill games; activities using tangram puzzle pieces; mathematics activities; and a list of birthdays of famous people born in April. (DC)

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CLASSROOM IDEAS FOR APRIL 1980

U.S. DEPARTMENT OF EDUCATION
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KERN COUNTY SUPERINTENDENT OF SCHOOLS

Division of Instructional Services
Curricular Services

PS013647

APRIL CALENDAR

DATE	EVENT
1-8	NATIONAL LAUGH WEEK
1	APRIL FOOL'S DAY
3	PONY EXPRESS DAY
6	EASTER DAY
6	ARMY DAY
9	YA MEETING: GUILD HOUSE
14	PAN AMERICAN DAY
13-19	LIBRARY WEEK
15	BAND CONCERT: HARVEY AUDITORIUM
21	CAREER EDUCATION VAN: JOSHUA JR. HIGH SCHOOL HIGH SCHOOL SOLO AND ENSEMBLE FESTIVAL: FA-30
24	THE COUNTY SPELLING BEE: COUNTY OFFICE 1:00 - 3:00 p.m.
25	NATIONAL ARBOR DAY
30	KATHERYN POSIN: DORE THEATRE 8:00 p.m.

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CURRICULAR SERVICES

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Signs of April

OUT IN THE MEADOW,
 DOWN WHERE IT'S DAMP,
A COWSLIP HAS LIGHTED
 HER FIRST GOLDEN LAMP.

UP IN THE MAPLE,
 BY THE WINDS STIRRED,
A LITTLE BLUE CRADLE
 ROCKS A WEE BIRD.

OVER THE HILLTOPS,
 ON A CLOUD HIGH,
APRIL'S BRIGHT RIBBONS
 ARE HUNG UP TO DRY.

April in the City

OUT IN THE COUNTRY
 WHERE LIVES UNCLE JOHN
AND AUNT MARY, APRIL'S COME,
 THINGS ARE GOING ON,
SUCH AS NEW LEAVES BURSTING
 FROM BUDS HARD AND BARE;
FROGS OUT PIPING IN THE SWAMP
 ROBINS EVERYWHERE.

HERE IN THE CITY,
 WELL-THERE IS NO FROG,
NO ARBUTUS PEEPING OUT
 FROM A MOSSY LOG;
BUT THERE'S SOMETHING WHISPERING
 UP EACH STREET AND DOWN,
"LISTEN, LISTEN, LISTEN-
 APRIL'S COME TO TOWN!"

Let's Sing a Song

LET'S SING A SONG OF APRIL,
THE MUSIC MUST BE SHOWERS,
ALL DASHING DOWN AND FLASHING DOWN
ACROSS THE HAPPY HOURS;
ALL FLASHING DOWN AND SPLASHING DOWN
TO WAKE THE EARLY FLOWERS-
LET'S SING A SONG OF APRIL,
ITS MUSIC MADE OF SHOWERS.

LET'S SING A SONG OF APRIL,
THE WORDS ALL MADE OF SUN,
ALL BEAMING DOWN AND GLEAMING DOWN
WHEN DAY IS JUST BEGUN,
ALL GLEAMING DOWN AND DREAMING DOWN
WHEN DAY IS ALMOST DONE-
LET'S SING A SONG OF APRIL,
ALL SUN AND SHOWERS AND SUN.

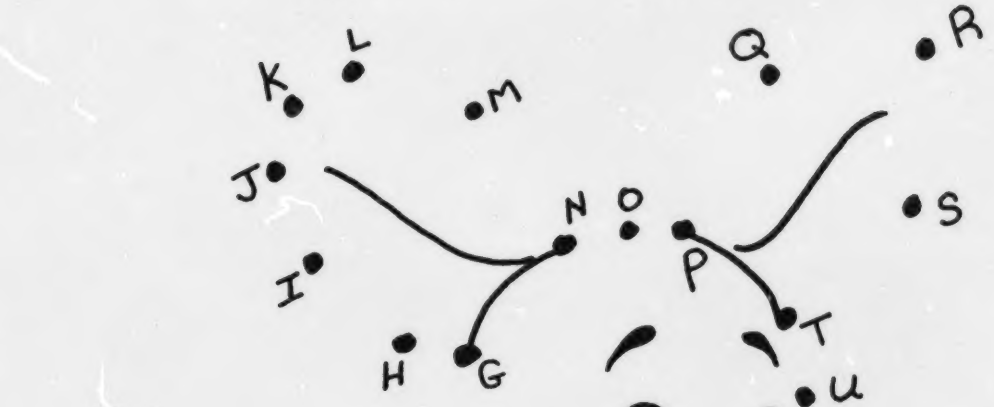
The Thrill of Spring

WHERE THE SNOWSTORMS DRIFTED
IN THE BLEAKEST PLACES,
NOW THE LITTLE FLOWER-FOLK
LIFT THEIR ROSY FACES.

SPARROWS SING, WHERE STORM WINDS ONCE
USED TO SHRIEK AND SPLINTER.
O, TO THRILL WITH SPRING, YOU MUST
KNOW A NORTHERN WINTER!

A = AFTER SUNSHINE,
P = POURING RAIN,
R = RAINBOWS NEXT-
I = IT IS PLAIN
L = LITTLE APRIL'S HERE AGAIN.

ABC DOT TO DOT



UNSCRAMBLE THESE LETTERS TO SPELL MY NAME.

AETSER

UBNNY

WRITE YOUR ANSWER HERE.

_____

_____

CALENDAR FIND A WORD

X R E B M E C E D
J N O V E M B E R
A M A R C H O O E
N J L J U N E X B
U U I M O N T H O
A L R O M A Y O T
R Y P X S Y A D C
Y R A U R B E F O
S E P T E M B E R
X A T T S U G U A

SEPTEMBER
OCTOBER
NOVEMBER
DECEMBER
JANUARY
FEBRUARY
MARCH
APRIL
MAY
JUNE
JULY
AUGUST
MONTH
DAYS

Enter
SPRINGTIME MAZE
Exit

COLOR CODE

DIRECTIONS: COLOR THE PICTURE ACCORDING TO THE CODE BELOW.

blue=all

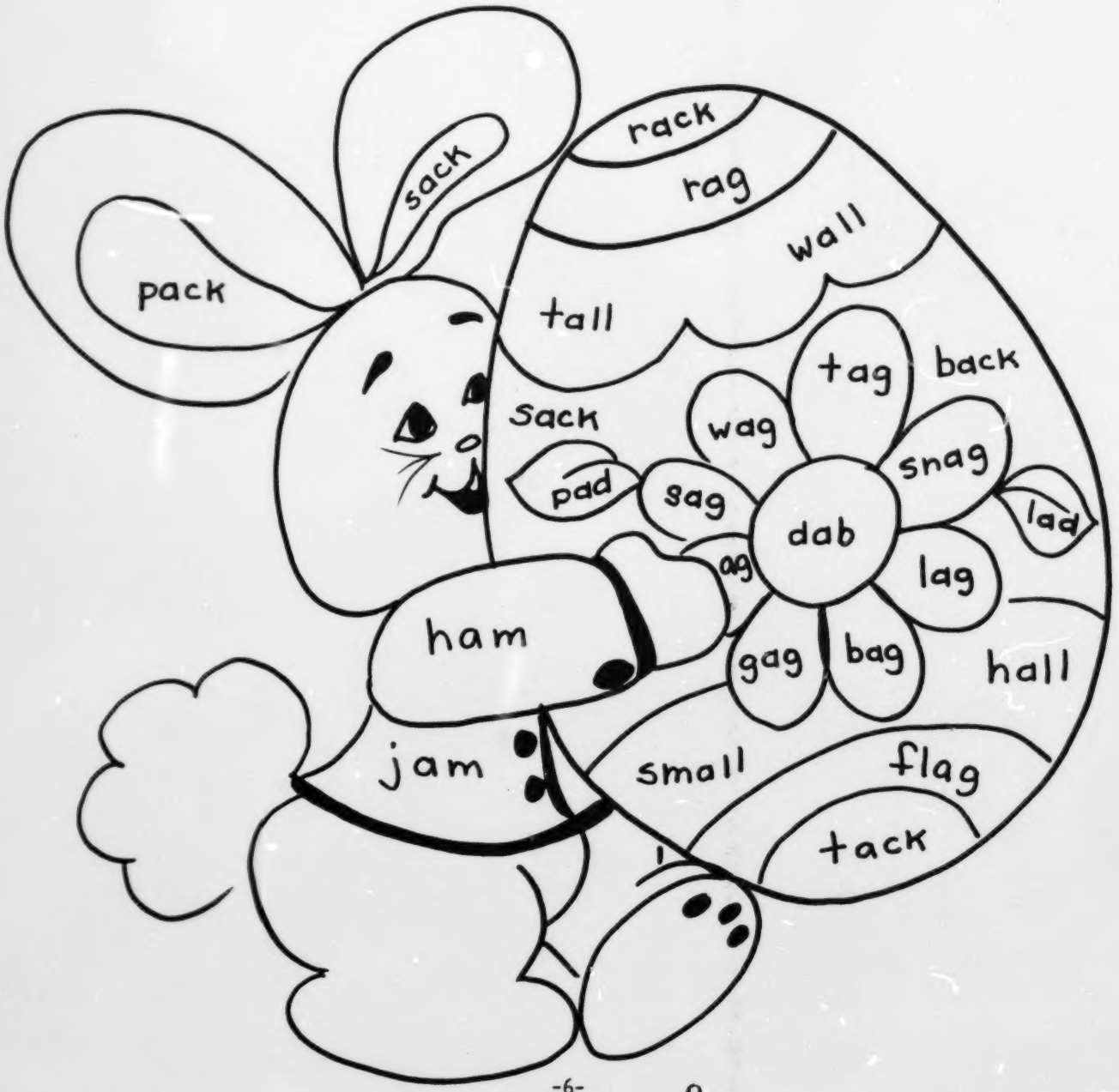
yellow=ag

green=ad

pink=ack

purple=ab

brown=am



RIDDLES

HERE ARE SOME RIDDLES TO DO. LOOK AT THE MIXED UP WORDS BELOW TO FIND THE ANSWERS.

1. WHAT IS IT THAT THE MORE IT DRIES THE WETTER IT GETS?

   ANSWER_____

2. WHAT BUS CROSSES THE OCEAN?

   ANSWER_____

3. WHAT IS THE BEST YEAR FOR A KANGAROO?

   ANSWER_____

4. WHAT HAS 1000 NEEDLES BUT DOES NOT SEW?

   ANSWER_____

5. WHAT IS FULL OF HOLES, YET CAN STILL HOLD WATER?

   ANSWER_____

6. WHAT CAN YOU SWALLOW THAT CAN ALSO SWALLOW YOU?

   ANSWER_____

7. WHAT DOES A CAT BECOME WHEN HE EATS A LEMON?

   ANSWER_____

8. WHAT KIND OF HORSE HAS NO TAIL OR HEAD?

   ANSWER_____

ANSWERS:

EARTW_____

WTOEL_____

SGONPE_____

MCBUOLSU_____

ORCUIPNEP_____

USOR SPUS_____

SORHEASW_____

EALP REYA_____

-7-

"STAY AND GO" FILL IN THE BLANKS

FILL IN THE BLANKS USING THE WORDS IN THE WORD BANK.

1. JO _____ TO THE PARK.
2. HE HAS _____ THERE BEFORE.
3. MARK DID NOT _____ WITH HIM.
4. ELLEN WAS _____ WHEN HE CALLED.
5. SHE DID NOT WANT TO _____.
6. JO _____ HOME AT 5 o'clock.

WORD BANK ★

GO GONE WENT

FILL IN THE BLANKS USING THE WORDS IN THE WORD BANK.

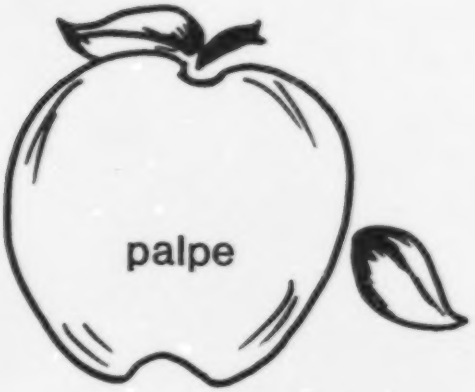
1. JANE _____ ALL NIGHT WITH HER.
2. I WILL _____ ALL NIGHT NEXT MONDAY.
3. IT IS FUN _____ WITH HER.
4. WE MAKE POPCORN WHEN WE _____ WITH HER.
5. DIANE _____ LAST WEEK.
6. I HOPE TO _____ LONGER NEXT TIME.

WORD BANK ★

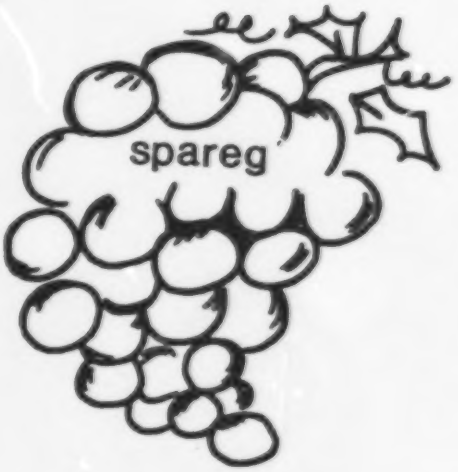
STAY STAYED

STAYING

DIRECTIONS: UNSCRAMBLE THE NAMES OF THE FRUITS, THEN COLOR THE PICTURES THE CORRECT COLORS OF THE FRUIT.



1. _____



2. _____

3. _____

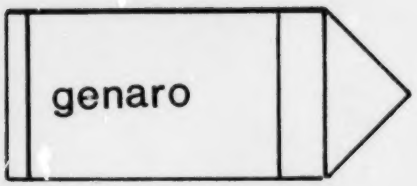
4. _____

5. _____

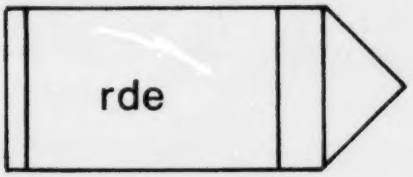
6. _____

COLOR SCRAMBLE

DIRECTIONS: UNSCRAMBLE THE WORDS TO FIND THE NAMES OF THE COLORS. THEN COLOR THE CRAYONS.



1. _____



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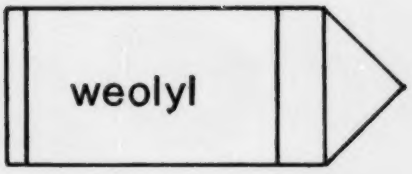

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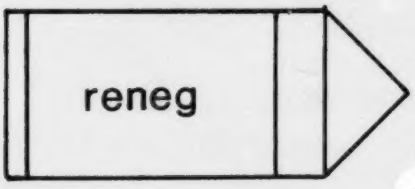
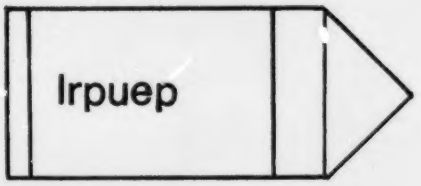
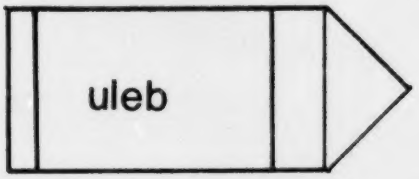


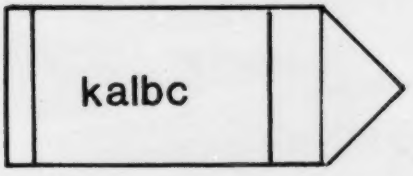
4. _____



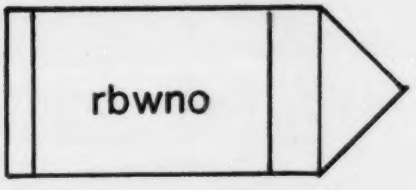
5. _____



6. _____



7. _____



8. _____

COLORS & FRUITS

DIRECTIONS: DRAW LINES TO MATCH UP THE SAME WORDS: THEN COLOR THE PICTURES THE CORRECT COLORS.

blue	orange
yellow	brown
orange	purple
red	black
green	yellow
brown	red
black	blue
purple	green

DIRECTIONS: MATCH UP THE FRUITS AND FILL IN THE BLANK LETTERS TO SPELL THE NAME OF EACH FRUIT, THEN COLOR THEM.

apple

L m n

orange

ppl

Lemon

r ng

EASTER INFO

EASTER IS A RELIGIOUS HOLIDAY, AND IS ALSO A SPRINGTIME FESTIVAL. EASTER IS CLOSELY TIED TO NATURE, BY USE OF THE SYMBOLS EASTER EGGS AND THE EASTER BUNNY. IT IS TIME FOR PEOPLE TO CELEBRATE THE WARM AND FAIR WEATHER ASSOCIATED WITH SPRINGTIME, AND THE EASTER BUNNY AND EGG ARE SYMBOLS OF SPRINGTIME.

THE EASTER PARADE

THE CUSTOM OF TAKING AN EASTER WALK THROUGH FIELDS AND COUNTRY STILL CONTINUES IN PARTS OF EUROPE, BUT IN THE UNITED STATES THERE IS A PARADE. THE TRADITIONAL EASTER PARADE GOES BACK THOUSANDS OF YEARS WHEN CONSTANTINE COMMANDED HIS COUNCIL TO BEDECK THEMSELVES IN THE MORE ELEGANT ROBES TO OBSERVE THE DAY TO HONOR CHRIST'S RESURRECTION. COUPLED WITH THIS WAS A POPULAR BELIEF THAT ONE MUST WEAR FOR THE FIRST TIME ON EASTER SUNDAY A NEW ARTICLE OF CLOTHING, TO ENSURE GOOD FORTUNE FOR THE REST OF THE YEAR.

THE EASTER RABBIT

IN EUROPE, CHILDREN LIKE TO BELIEVE THAT THE EASTER BUNNY, AFTER A LONG WINTERS SLEEP, ARISES ON EASTER MORNING AND LAYS BRIGHT COLORED EGGS.

IN GERMANY, THE EASTER HARE BRINGS EGGS AND HIDES THEM IN THE HOUSE AND IN THE GARDEN FOR CHILDREN TO FIND.

EASTER FOODS

THE TRADITION OF THE PASCHAL LAMB AS THE TRADITIONAL MEAT FOR EASTERTIME, INSPIRED THE USE OF MEAT AS A FAVORITE FOOD AT EASTERTIME. LITTLE FIGURES OF SUGAR, PASTRY OR BUTTER MADE INTO LAMBS IS VERY POPULAR.

EASTER EGG

EGYPT: THE EGYPTIANS SYMBOLIZED THE EGG AS A SIGN OF THEIR LAND BEING MADE NEW AGAIN AFTER THE GREAT FLOOD. THIS WAS THOUSANDS OF YEARS BEFORE THE BIRTH OF CHRIST.

PHOENICIA: THE PHOENICIANS THOUGHT THE EGG WAS A SYMBOL OF HEAVEN AND EARTH BECAUSE IT WAS DIVIDED INTO TWO PARTS. MANY OF THE PHOENICIANS WERE SAILORS AND THE IDEA OF THE EGG WAS CARRIED TO MANY OTHER PARTS OF THE WORLD.

ISRAEL: THE HEBREWS USED THE EGG AS A SYMBOL OF THEIR DEPARTURE FROM EGYPT .

ENGLAND: IT IS THOUGHT THAT THE NAME "EASTER" WAS DERIVED FROM THE SAXON GODESS OSTERA, TO WHOM SACRIFICES WERE MADE IN APRIL.

ABC COOKING

cooking with Nancy

V IS FOR VEGETABLE SOUP

YOU NEED:

1	package green peas	1	bunch carrots
1/2	lb. green beans	2	small onions
1	bunch of celery stalks	2	small tomatoes
3	small potatoes		beef bouillon

YOU DO:

1. Make 2 quarts of bouillon.
2. Wash all vegetables
3. Peel vegetables if needed and then cut all vegetables. into small pieces.
4. Add vegetables to bouillon.
5. Heat until soup starts to boil. Reduce hear, simmer 30 to 45 minutes.
6. Serve, eat and enjoy.
7. Clean up!

W IS FOR WONDERFUL BROWNIES

YOU NEED:

2 squares (28g each) unsweetened chocolate
115 g butter or margarine
210 g sugar
2 eggs
5 ml vanilla
70 g flour

YOU DO:

Melt chocolate over hot water. Cream butter and sugar; add eggs and beat well. Blend in melted chocolate, vanilla and flour.

Pour into greased 20cm square pan. Bake in slow oven 163° C 35 minutes. Make 12 brownies.

X IS FOR X- TRA DELICIOUS STRAWBERRY DRINK

YOU NEED:

1 pkg frozen strawberries
450 ml water
240 ml crushed ice

YOU DO:

Mix in blender for one minute. Serves 4.

EGGBERT THE EASTER EGG

Egbert the egg looked like other eggs. He had no arms or legs and he had no face. All he had for skin was a very thin shell to keep insides in.

And so, if you looked where he lay with dozens of just-alike eggs, without any name on, not even an "E", how would you know which was he?

One day things started to happen to Egbert - and fast! It was just before Easter when suddenly he heard voices of children all shouting with glee.

"We're having an Easter egg hunt! We'll all color the eggs, hooray!"

Then Egbert was suddenly plopped into water that made him wet. Suddenly he become very hot. The water was bubbling and boiling. Egbert was growing hard boiled. Suddenly he thought, "My insides will stay inside me."

Soon out of the water an all in a row were Egbert and others all ready to go. Then paint started flowing for each boy and girl were painting the beautiful eggs.

Egbert was different from all the other eggs. A little boy named Frank quite thoughtfully painted a happy face on Egbert. Oh, Egbert was proud of his face, since no other had a face. "Now," thought Egbert, "I'll be the first egg to be found in the East egg hunt."

Came the day of the hunt. Parents that morning without a hint or any warning hid Easter eggs everywhere. They all put the eggs in exciting hiding places for the children. Finally the parents gave the signal and the children eagerly went to find the eggs.

"I've found one!" was suddenly heard by the children. And at last they found all the hidden eggs. But they hadn't found Egbert. Poor Egbert was hurt, and if Frank, the boy who had painted Egbert, knew about this, he would have told everyone, but he was home with a cold.

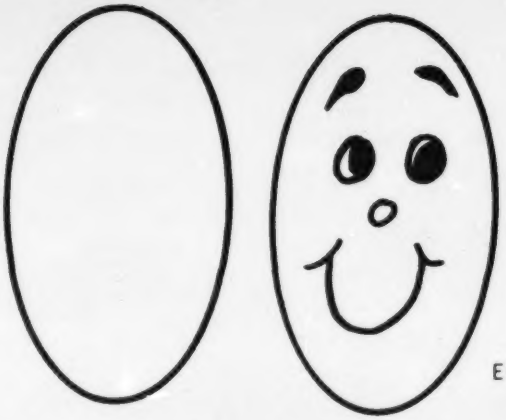
Everything was quiet around Egbert - he laid helpless in the tall grass. "Maybe I should have been like all the other eggs," Egbert said sadly.

Night came with heavy black clouds that came down with the rain. Egbert suffered intensely from cold and from fear and the lone lonely night seemed to take forever. But morning arrived, as it has a way of doing, and it was Easter Day. The sky was bright and the sun was warm. Egbert became happy.

Then a strange thing happened. With a twist and a twitch, Egbert started to move. Egbert couldn't control himself - fast, faster, faster he rolled down the sidewalk and street. Finally Egbert stopped by the steps of a small house. A face appeared in the window, it was Frank!

Frank went running outside and said, "I've found one!" No, Frank didn't say that, he said, "I've found mine!"

MAKE 6-8 EGGS

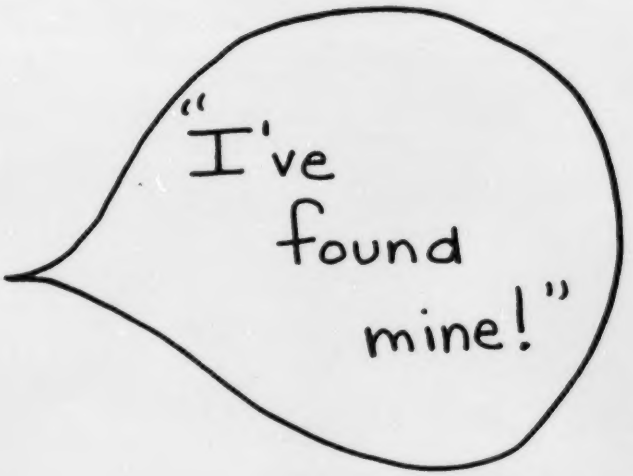


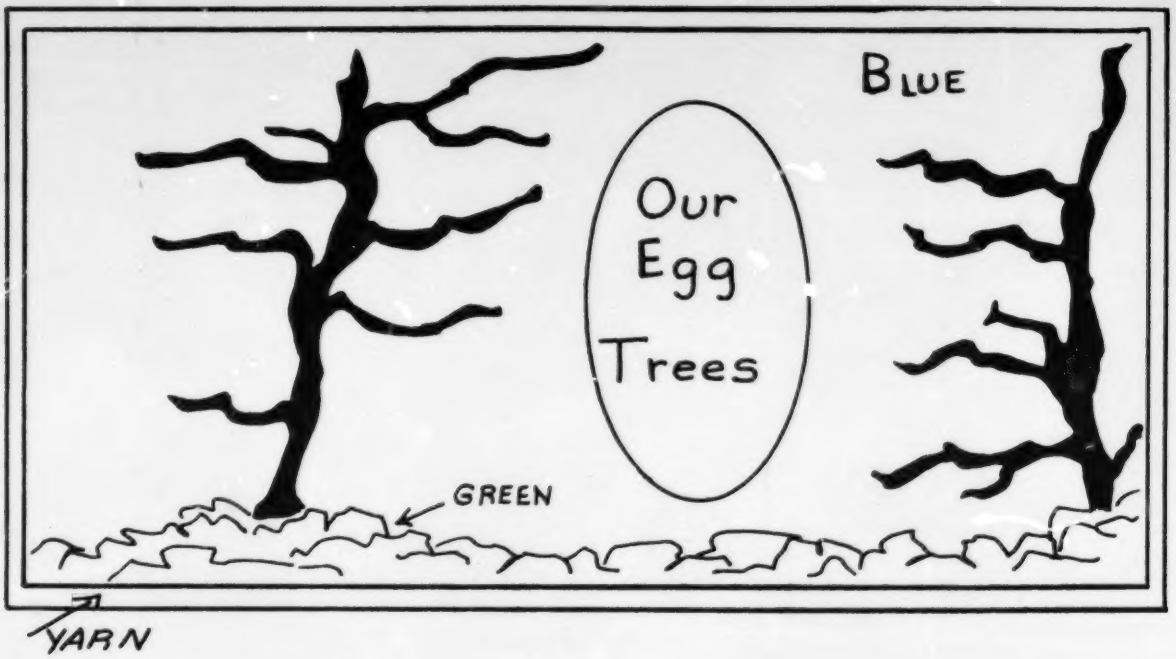
EGGBERT

MAKE 20 RAINDROPS

SUN

FRANK





BULLETIN BOARD IDEA FOR EASTER

INFORMATION:

EASTER IS CELEBRATED THIS YEAR ON APRIL 6. EASTER VACATION FOR COUNTY SCHOOLS BEGINS ON MARCH 31 AND RETURNING TO SCHOOL ON APRIL 7, 1980. EASTER IS THE FESTIVAL OF CHRIST'S RESURRECTION AND IS A CHRISTIAN HOLIDAY. IT IS CELEBRATED WITH MANY ACTIVITIES, ONE BEING THE COLORING OF EGGS.

RELATED ACTIVITIES:

1. REFER TO THE FLANNEL BOARD STORY "EGGBERT THE EASTER EGG". 2. READ ALOUD APPROPRIATE EASTER STORIES AND POEMS. SELECT CHILDREN TO TELL SHORT EASTER STORIES TO THE GROUP, OR HOW THEY CELEBRATE EASTER. 2. HAVE THE CLASS MAKE UP A NONSENSE STORY BY FILLING IN ADJECTIVES TO COMPLETE A STORY (WRITTEN BY THE TEACHER) INVOLVING IMAGINARY EGG CHARACTERS.

CREATIVE WRITINGS:

STUDENTS CAN FINISH A CREATIVE WRITING SENTENCE AND DRAW A PICTURE ILLUSTRATING THEIR STORY. MOUNT THEM ON CONSTRUCTION PAPER, OR ON A LARGE EGG PATTERN. THEY MAY THEN BE DISPLAYED.

1. WHILE HUNTING ONE DAY FOR EASTER EGGS I.....

2. I LIKE TO COLOR MY EASTER EGGS BY .....

3. EASTER MORNING I WOKE UP AND SAW A BUNNY AND IT WAS .....

4. I DREAMED I WAS THE EASTER BUNNY AND FOR EASTER I .....

PURPOSE:

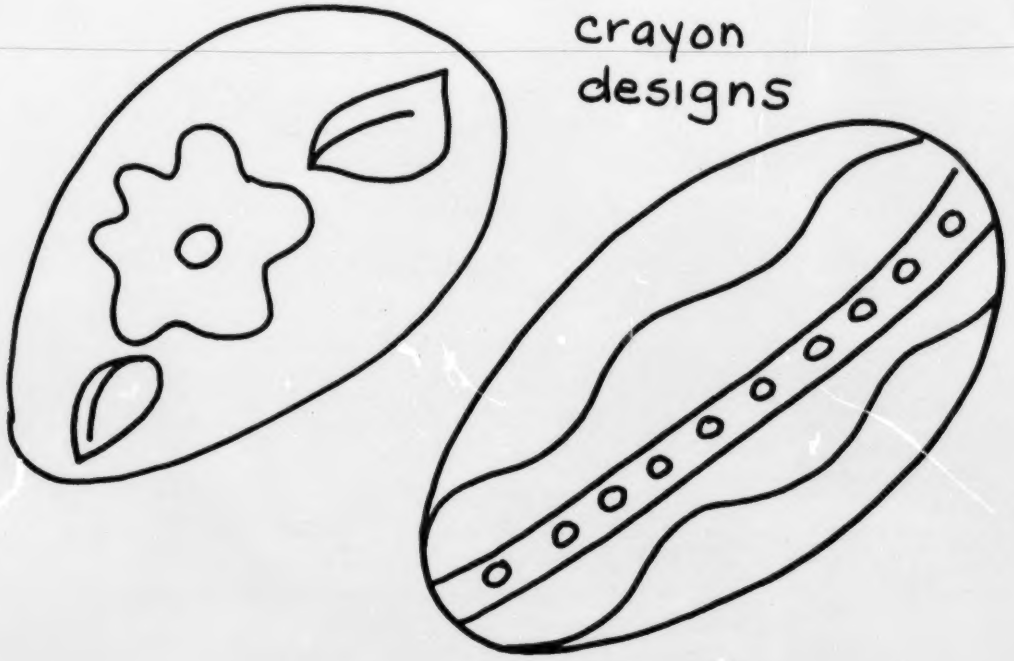
TO PROVIDE AN ATTRACTIVE BACKGROUND FOR CHILDREN'S COLORED EASTER EGGS.

MATERIALS:

CONSTRUCTION PAPER, (BLUE, WHITE AND DARK COLORED PAPER), GREEN TISSUE PAPER, WHOLE EGGSHELLS, CRAYONS, EGG DYE, STRING, BRANCHES.

PROCEDURE:

HAVE THE STUDENTS PREPARE THE EGGS BY PUNCTURING EACH END OF EGGSHELL WITH A PIN AND BLOWING THE CONTENTS OUT. THEN THEY MAY MAKE CRAYON DESIGNS ON SHELLS AND DYE THEM. COVER BACKGROUND AREA WITH BLUE CONSTRUCTION PAPER AND CUT OUT LARGE, WHITE, EGG SHAPED AREA AS A FRAME FOR THE TITLE. CUT TITLE OUT OF DARK CONSTRUCTION PAPER. ATTACH BRANCH TO BOARD, USING A THIN TYPE WIRE AND THUMBTACKS. (IF YOU ARE UNABLE TO FIND A SUITABLE BRANCH, CUT A TREE OUT OF BLACK OR DARK BROWN POSTER BOARD). COVER GROUND AREA WITH LOOSELY CRUMPLED GREEN TISSUE PAPER. SUSPEND EGGS ON BRANCHES BY TAPING (WITH A STRONG TAPE) A PIECE OF STRING TO EACH EGG AND TYING IT ON THE BRANCH. MAKE A BORDER WITH A DARK PIECE OF YARN PINNED AT THE CORNERS, THEN STRETCHED AROUND THE INSIDE OF THE EDGES.



TASK CARDS

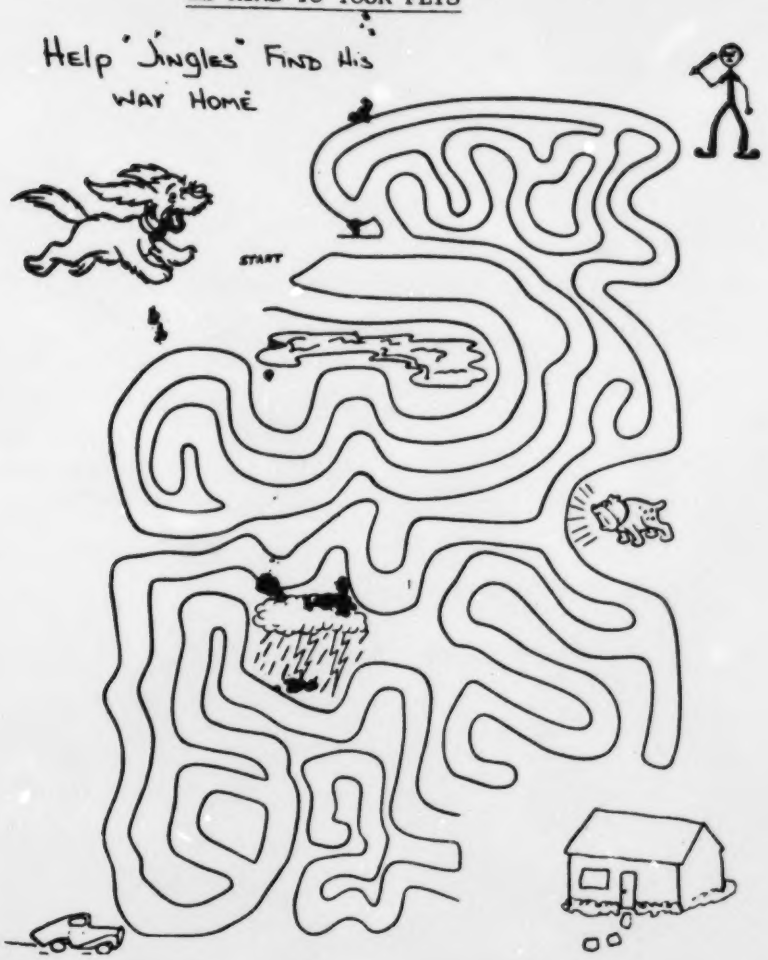
PURPOSE	To assist pupils in gaining an appreciation for animals and an understanding of their needs.
MATERIALS	1. Task cards 2. Worksheet next page. (duplicate for entire class.)
INTRODUCTION	Say: "We enjoy animals so much! But we must not forget that animals depend upon us. Why are we very important to our pets? (Responses) Today we will do some activities that will help us learn more about the way animals need us."
CLASS ACTIVITIES	1. Read and discuss worksheet. Discuss how the humane society assists lost pets. 2. Do task cards.
SUMMARY	Reports and sharing from group and individuals using task cards.

NOTE: Teacher discussion for Worksheet. Many people allow their dogs to run loose, thinking they are doing the dogs a favor. Many children bring their pets out of the yard to join them as they play along the streets with their friends. A variety of hazards confront a dog who is taken outside of his yard without a leash and collar. The dog might be hit by a car and become lost. How many other things can you think of that could happen to the dog? Remember, kindness to your dog means keeping him SAFE, at home in a fenced yard or on a leash.

Project CHOICE #170, A CAREER EDUCATION UNIT FOR GRADES 1 AND 2. OFFICE OF THE KERN COUNTY SUPERINTENDENT OF SCHOOLS, 5801 SUNDALE AVE., BAKERSFIELD, CALIFORNIA.

WORKSHEET

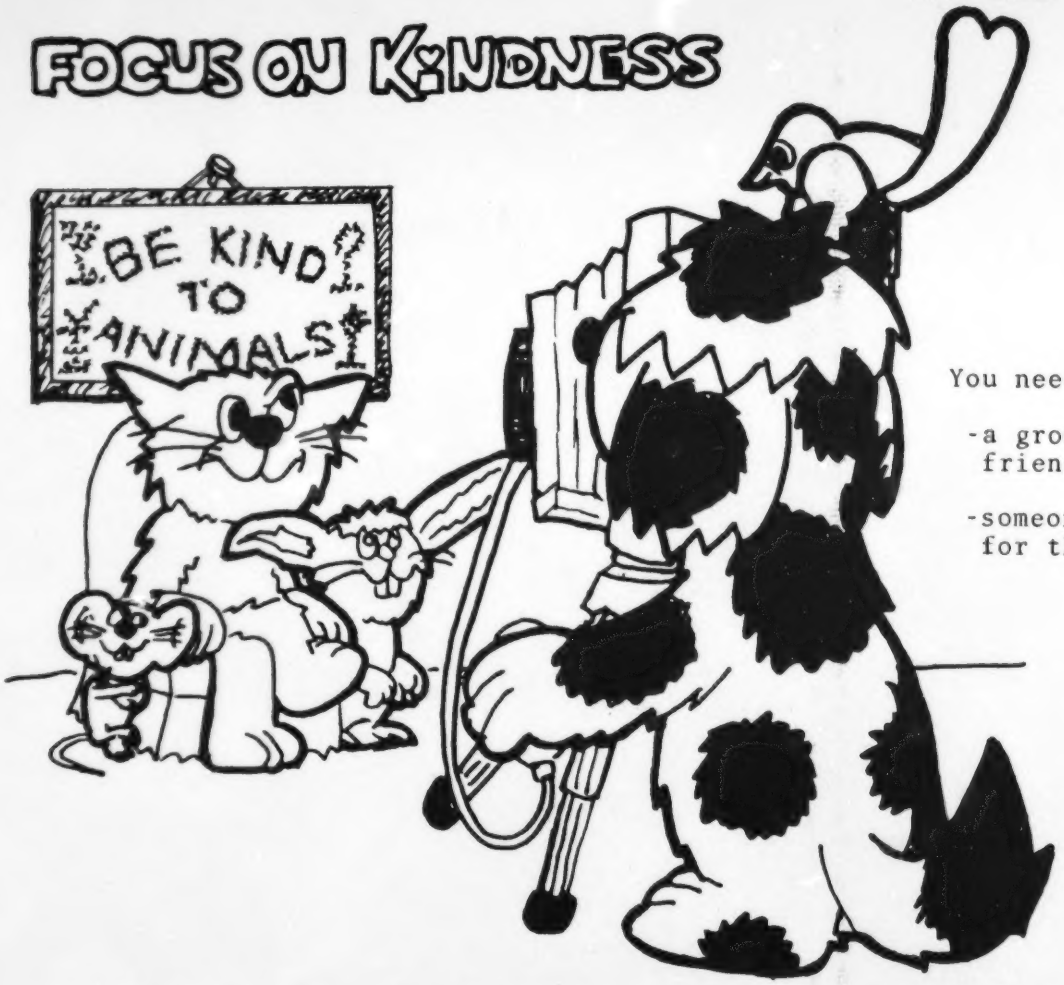
BE KIND TO YOUR PETS



Many people allow their dogs to run loose, thinking they are doing the dogs a favor. Many children bring their pets out of the yard to join them as they play along the streets with their friends. A variety of hazards confront a dog who is taken outside of his yard without a leash and collar. The dog might be hit by a car and become lost. How many other things can you think of that could happen to the dog? Remember-kindness to your dog means keeping him SAFE, at home in a fenced yard or on a leash.

TASK CARD

FOCUS ON KINDNESS



You need:

-a group of friends

-someone to write for the group

Animals depend upon the people who care for them for all their needs. Here are some questions to discuss. Your teacher or helper will list the answers. You will want to remember them often.

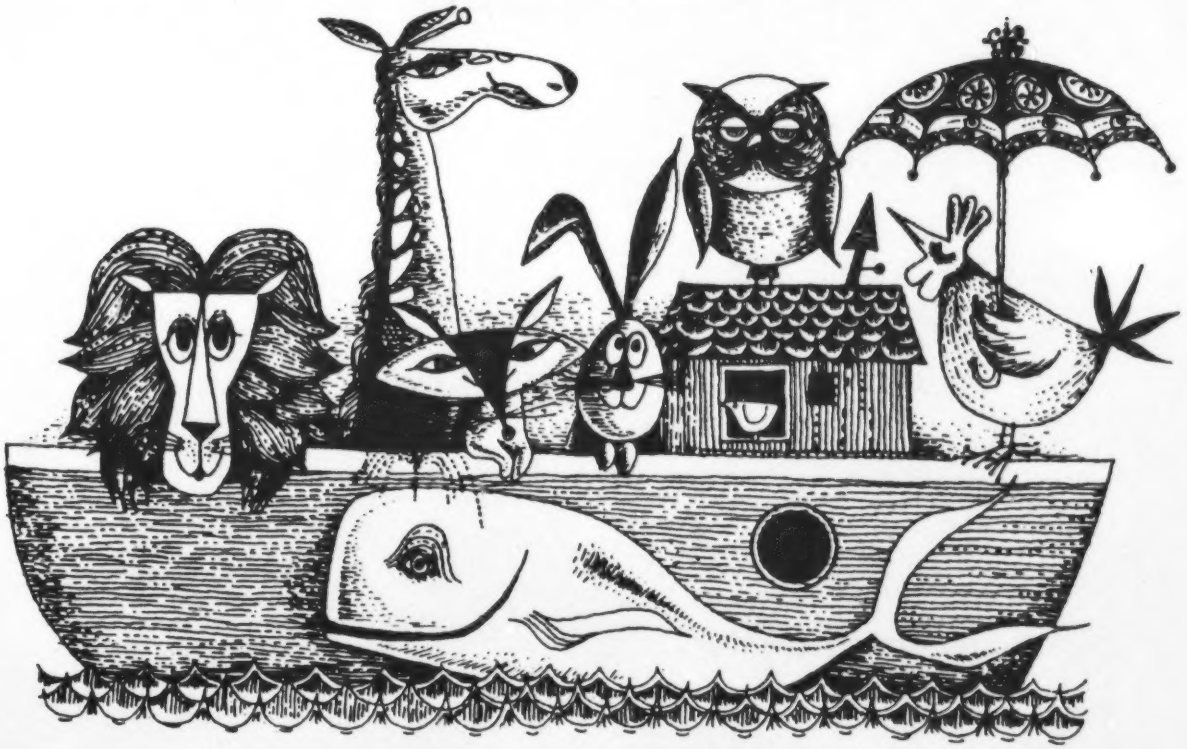
What things do all animals need? (Here are some hints: food, water, exercise, shelter, cleaning, doctoring.)

How do we fill each of his needs?

Why do animals depend upon us?

What kind of people should work with animals? (Some things to think about: Is self-control important? Why? Is dependability important? Why?)

SAIL WITH US . . . ON THE SHIP OF KINDNESS



You need:

- -large colored paper
- -paints or crayons
- -pictures of animals

Make a "Be Kind to Animals" poster. Post it somewhere around your school so lots of boys and girls will see it and remember to..."Be Kind to Animals!"

WHAT DO ANIMALS EAT?

You need:

-2 pieces of large paper
-pencil
-someone to write

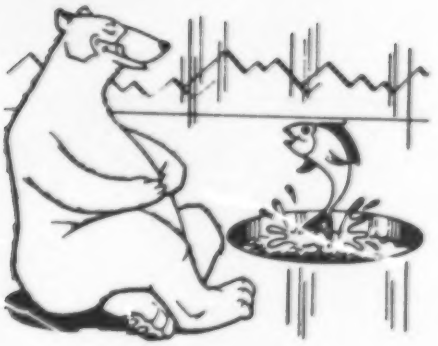
Make 2 lists of animals. One list should be titled Animals Who Eat Meat. The other list should be labeled Animals Who Eat Fruits and Vegetables. After the name of each animal write what it eats.

TASK CARD

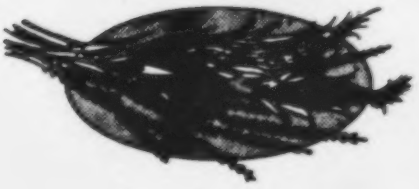
WHAT DO ANIMALS EAT?

You need:

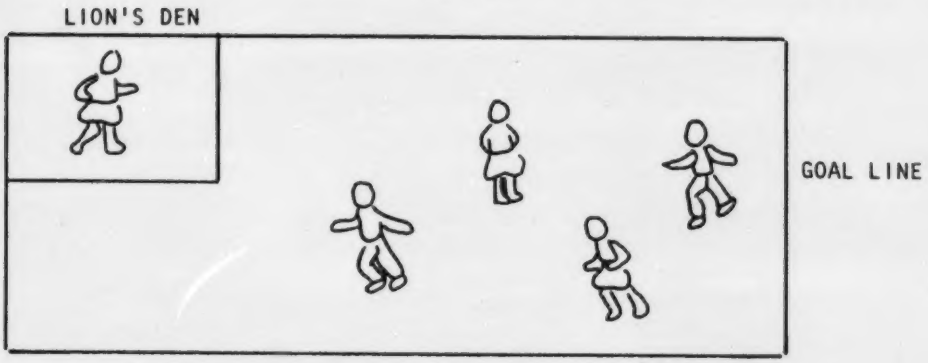
- -magazines
- -scissors
- -paste
- -2 pieces of paper



Some animals eat meat. Some animals eat vegetables, fruits, grass, and grains. Look in the magazines for pictures of animals. Cut out the pictures and paste the meat-eating animals on one paper and the other animals on the other piece of paper. Label the paper.



RED LION



TYPE: Chasing and fleeing

SKILLS: To chase and tag
To take a dare

SUPPLIES: None

AREA: Primary game area

NUMBER OF PLAYERS: Squad of 10 to 12

RULES:

1. The lion's den is designated at one corner. "It" is the red in the den.
2. The players follow the leader, who taunts "It", saying, "Red lion, Red lion, cone out of your den."
3. "It" may come out of the den anytime after the leader says it.
4. The players run to the opposite goal line.
5. "It" tries to catch as many players as "It" can. The players caught are out of the game.

TEACHING SUGGESTIONS:

1. Emphasize individual control of the Red Lion in waiting for his command.
2. Encourage the children to be brave and venturesome.
3. To enforce the object of taking a dare the teacher may draw a line closer to the den each game. Have the students stand in that area until the lion begins the chase.

RUN FOR YOUR DINNER

TYPE: Object race

SKILLS: To race by walking, running, hopping, skipping, or jumping

SUPPLIES: Primary Ball

NUMBER OF PLAYERS: 10 to 15 children

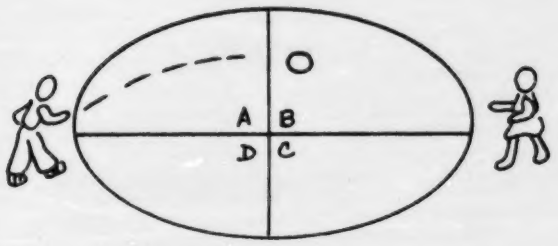
RULES:

1. The players form a circle.
2. The leader walks around the circle on the outside and places a ball between two players. The leader tells them how to race around the circle.
3. The two players race in opposite directions around the outside of the circle.
4. The first player to get back to the ball wins his "dinner". They then choose the next couple to race.

TEACHING SUGGESTIONS:

1. Vary the game by telling the players to hop, skip, fly or jump.
2. They may be asked to use some action learned in Movement Exploration.
3. Enforce the safety rule of passing to the right.
4. For variation, when the players meet have them - stop and bow, shake hands, run around each other, or jump up and down a given number of times before continuing their runs.

CIRCLE SOCK BALL



TYPE: Skill game, two active at a time.

SKILLS: To bat a ball with the hand
To field a batted ball
To tag a base with a ball

SUPPLIES: 9" or 13" ball
Beanbag to serve as a base

AREA: Primary circle

NUMBER OF PLAYERS: 2 to 8

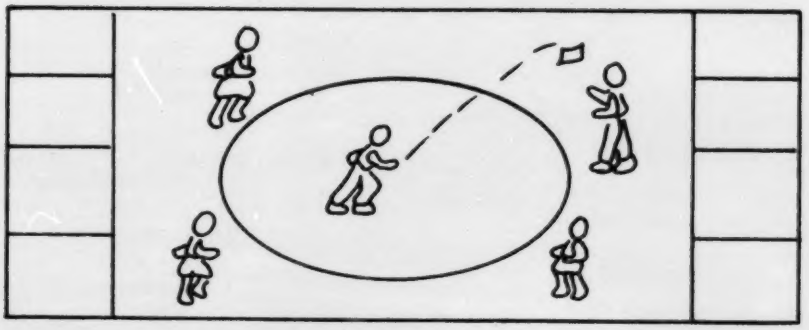
RULES:

1. One player, the batter, takes their position at the base on one side of the circle with a ball in their hand. Another player, the fielder, faces them across the circle. The remaining players await their turns.

2. The batter bats the ball, and then runs around the outside of the circle and back to the base. The batter tries to reach the base before the fielder is able to tag it, with the ball in the fielders hands.

3. The fielder becomes the next batter, and the first waiting player becomes the next fielder. The batter goes to the end of the waiting line.

CENTER TAG



TYPE: Skill game

SKILLS: To toss and catch a beanbag, or ball
To tag a player
To run and dodge

SUPPLIES: One beanbag, or 9" or 13" ball

AREA: Tag game court

NUMBER OF PLAYERS: 8 to 12

RULES:

1. Players stand around circle facing center with a distance of about 4 feet between players. One player stands in the center holding a beanbag.

2. The center player throws the beanbag to one of the circle players, and then runs away from the circle but not outside the court.

3. The player to whom the beanbag was thrown must catch it, place it in the center of the circle, and then chase the one who threw the beanbag. If the chaser tags the thrower, they then become the thrower.

4. The player who threw the beanbag tries to return to the circle and touch the beanbag without being tagged. If they succeed in doing this, they have another chance to throw the beanbag and run.

TEACHING SUGGESTION:

After two turns, the thrower should choose someone to take their place.

Teacher Notes - Animals

The concepts and activities require no live specimens in class. You can encourage bringing livestock or not as you choose. The directions for the care and feeding of wild life are both great in quantity and complexity. You must select your own.

The activities are designed to promote much oral sharing of information which is a vital step to later written work. They can contribute to chart stories, sentence picture captions for a display, poems, and songs. Let them play with words and sounds. Made up words that mean something to them are just as good as those in the dictionary and probably more fun. They will know the difference.

Let them make up (draw) new animals and name them.

How about a camelope or a hoppy potamus or a buffadile?

RECYCLED PAPER PRODUCTS: MILK CARTON INSECT CAGE

This is an interdisciplinary project. The child creates a cage as his/her art product and uses it in a science activity.

Art Materials

one half-gallon rectangular milk carton
one nylon stocking
colored tissue paper
polymer
brush
scissors

Directions

1. Have the children cut windows in two sides of the milk carton.
2. Let the children select colored tissue paper scraps and adhere them to the milk carton with polymer. For special effects, the child can cut tissue shapes in the shape of the insect to go in the cage.
3. Allow the cage to dry.
4. Slip the dry, decorated milk carton inside the nylon stocking. When the stocking is drawn taut, it allows a good view of whatever is inside the cage as well as free air circulation. A cage such as this is a very good way to watch a caterpillar develop.

5. Before fastening the nylon stocking, the child can design some supports for the insect and insert them in the milk carton. Perhaps a paper sculpture tree could be placed in the cage with plenty of fresh leaves sprinkled with water or a small branch of whatever plant the caterpillar was found on.

   After the butterfly hatches, release it into its natural environment.

Objectives: The child will be able to:

1. make an aesthetic looking container for the study of an insect;
2. adhere tissue paper shapes to a waterproof surface with polymer.

Reference: Vermeer, Jackie and Marian Lariviere
The Little Kid's Craft Book
New York: Taplinger Publishing Company, 1973,
pp. 112-113.

ANIMALS - APRIL AND MAY

There are many kinds of animals. There are pets, farm animals, zoo animals, and animals that are wild and live free.

This is just one way to group or classify animals. Next week we will classify them another way.

How many kinds of animals can you name?

Talk to your classmates about your pets. Draw or bring pictures of it or them. Organize what you are going to say. Write, if you can, what you will say.

a. Name, kind, color, size, age
b. Care of: food, water, exercise, sleep, other
c. Habits: likes, dislikes, tricks it can do or plays on you.

Remember to water and measure your plant.

Write about your pet. Make it look like this cat (or name.)
Furry, snuggly, spooky, (how it looks or acts)
Lapping, leaping, sleeping, (things it does)
I love you
Cat

Collect pictures of animals. Put the different kinds in separate piles. Mount them on colored paper and label them or make a book of four chapters. Write something about the animals in each chapter.

ANIMAL FRIENDS AND STRANGERS

There are many kinds of animals. There are several ways to group (classify) them. Last week we classified them one way. Here is another way.

Animals may be:

a. Reptiles and amphibians
b. Mammals
c. Birds
d. Insects and spiders
e. Fish - shell fish

Animals have special needs too. They need food and water, oxygen, shelter, and protection.

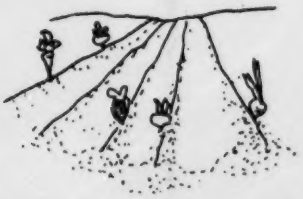
Look for different kinds of animals near your home and school. Are you fast enough to take their pictures? Do you look at them carefully so you can draw their pictures?

Tell your class about one animal. What kind? What color? What size? What special characteristics? (Wings, beak, eyes, tail, nose, etc.)

Collect pictures of animals. Classify and mount them so everyone can see, or make a scrap book of one or more kinds of animals.

Choose one animal (See a - e above.) Look at its picture carefully. What can you tell about the way it lives. Don't read about it yet. What can you learn without anyone telling you? Ask someone to help you or you write what you have learned.

Now find a book or someone to help you learn more about your animal.



Ceramics (slab): Vegetable Stakes

If you've ever been a gardener, you know there is a concern for having rows of fleshly planted seeds properly marked. These ceramic vegetable stakes can be used as an attractive addition to a garden or used for an interesting centerpiece for a table.

In this art activity children can use one of the most elemental ceramic techniques (slab) in its simplest form: a single piece of flat decorated clay.

Art Materials

-paper, crayons, scissors
-pictures of vegetables
-cutting wire
-25 pounds of clay
-cloth cover for desks or tables
-rolling pins, dowels or PVC pipe
-underglazes (vegetable colors plus green)
-brushes
-modeling tools
-plastic for storing leftover clay
-clear glaze
-paper clips
-examples
-optional: plaster bats

Directions

1. Show the children an example of the vegetable stakes. Ask them to name as many vegetables as they can. Go through pictures of vegetables with the children. Using crayons, the children can draw on paper to make patterns. (Crayons are suggested instead of pencils so that children will draw larger patterns). Cut the patterns out.

2. Demonstrate the ceramic technique for making a slab.

3. Using a cutting wire, cut a thin slab of clay for each child.

4. Place the clay slab on the desk cover. Now using a rolling pin or thick dowel, the child rolls out the clay to flatten it to about 3/8".

5. Lay the patterns for the vegetable stakes on the clay and cut the shapes out by tracing around the patterns with an opened paper clip. Remember to draw a point on the base of the vegetable design to form a stake. Set the pieces aside to dry slowly (e.g., between plaster bats).

6. Additional designs can be drawn in the clay with an opened paper clip.

7. Paint the vegetable stakes on both sides with ceramic underglazes or try one of the following suggestions after firing the pieces.

8. Cover the bisque with clear glaze. If the children did not use underglazes to color their stakes, they may decorate the bisqueware with colored glazes or paints and polymer.

9. Glaze fire the stakes.

10. Grab a package of seeds and start a garden!

Objectives: The child will be able to:

1. draw vegetables on paper for use as a clay pattern.
2. flatten slabs of clay with a rolling pin.
3. draw points on the base of each vegetable to form a stake.
4. color the vegetable stakes to make the plantings easy to identify.

Printmaking (object): Fish

Traditionally, the Japanese are known for making beautiful prints from fresh fish. But children in land locked areas such as Kern County can enjoy this art activity too. Instead of a fresh fish, a thawed frozen fish will do, even a rainbow trout. The delicate looking print provides an aesthetic experience for the children which they may want to combine with other print making activities.

Art Materials:

a fresh or thawed frozen fish (with head on)
paint brush
ink or paint
tissue paper, paper towel, rice paper or Silk Span (a special paper for making model planes and sold at Hobby Shops; it's like rice paper but much cheaper)

Directions:

1. Wash the fish and dry it thoroughly. It goes without saying that the fish will be nicer to work with if you keep it refrigerated until ready to use!

2. Brush a thin coat of ink or paint evenly over one side of the fish. Gently spread the fins and brush them with color too.

3. With the colored side of the fish up, press a piece of paper over the fish. With one hand, hold the paper securely on the fish. With the other hand carefully rub the entire fish. If you have a helper, he can spread the fins of the fish so you can print them too.

4. Carefully remove the print and set it aside to dry.

5. Display the prints as they are or use them in a collage.

Objectives: The child will be able to:

1. employ a traditional printmaking technique to take a print of an object.

2. completely ink and transfer the image of the inked object to a piece of paper.

Reference: Heidt, Ann: "Fish Prints," Design, mid-winter 1968.

Given below are the instructions for making your own art appreciation game using pages 38 and 39. Remove the two pages from Classroom Ideas, fasten them to the inside of a file folder, and proceed with the directions below.

Art Appreciation: Visual Discrimination "Worksheet"

Because most prekindergarten and kindergarten children cannot read, a "worksheet" such as this one which does not require reading may be very helpful in art education. The child uses visual discrimination to help him/her in art appreciation. Because the child is also required to listen and follow directions, this "worksheet" helps to prepare the child for reading experiences.

Attach the two parts of the "worksheet" to a file folder. Laminate the folder. Keep these instructions in a pocket on the outside of the folder. When it is time to use the "worksheet", the child is given the file folder, while the adult has the instructions.

Verbal Instructions:

1. Put your finger on the first box. Both pictures in the first box are pictures of objects made of clay.

   Draw a red circle around the clay object that looks like a container.

   OR

   Draw a red circle around the clay object that looks like a dangerous animal with points on its back.

   OR

   Draw a red circle around the clay object decorated with a picture of an octopus.

2. Put your finger on the second box. Both pictures in the second box represent sculpture made by artists who were living during your lifetime.

   Draw a green circle around the sculpture that looks like it was made of brick.

   OR

   Draw a green circle around the sculpture that looks rectangular.

   OR

   Draw a green circle around the sculpture that has many different looking parts of different sizes.

3. Put your finger on the third box. Both pictures in the third box show art decorations that have been placed on walls.

   Draw a blue circle around the wall decoration that looks like it was made of many little pieces of tile.

   OR

   Draw a blue circle around the wall decoration that has the most people.

   OR

   Draw a blue circle around the wall decoration that looks symmetrical.

4. Put your finger on the fourth box. Both pictures in the fourth box are of important men. One is sculptured in clay and the other is painted with oils.

   Draw an orange circle around the picture of a man in a painting.

   OR

   Draw an orange circle around the picture that only shows part of a man.

   OR

   Draw an orange circle around the picture of a man sculptured in clay.

You can devise many more ways to use this "worksheet". Let the children make up their own games for using these pictures too.

1. Ancient oriental clay sculpture, Los Angeles County Museum of Art
2. Minoan Vase
3. Wood sculpture, Louise Nevelson, Los Angeles County Museum of Art
4. Brick sculpture, John Mason, Norton Simon Museum of Art
5. Mosaic Mural, Hagia Sophia, Istanbul
6. Unfinished painted mural, Arvin High School
7. Ancient oriental clay sculpture, Los Angeles County Museum of Art
8. George Washington, Gilbert Stuart, Museum of Fine Arts, Boston

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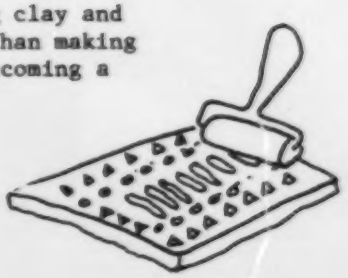
Printmaking (relief): Clay Slab Designs

Simple prints can be made by flattening some modeling clay and impressing the flattened slab with designs. Easier than making linocuts or woodcuts, this process lends itself to becoming a young artist's first printmaking technique.



Art Materials:

modeling clay
ink/tempera paint plus a little soap
paper
brayer
modeling tools or interesting objects
piece of wood
rigid surface such as a piece of cardboard

Directions:

1. Flatten some modeling clay with a piece of wood on a rigid surface to about 1/8" thickness.

2. Press any interesting objects into the clay slab to make an impression, or draw into the clay with a sharp tool such as the back of a brush.

3. Using a brayer stained with ink or tempera paint (mixed with a bit of soap to help it cling to the oil based clay), roll the ink over the surface.

4. Place the paper over the inked surface of the clay and rub the back of the paper with your hand or softly with a spoon so that the modeling clay images are not crushed.

5. Remove the print from the clay and set it aside to dry. Then make some more!

6. Display the prints.

Objectives: The child will be able to:

1. flatten a piece of clay to make a printer's plate.

2. make a design in the flattened clay slab.

3. pull a print from the decorated clay.

Reference: Ross, John and Clare Romano: The Complete Relief Print. New York: The Free Press, 1972, p. 83.

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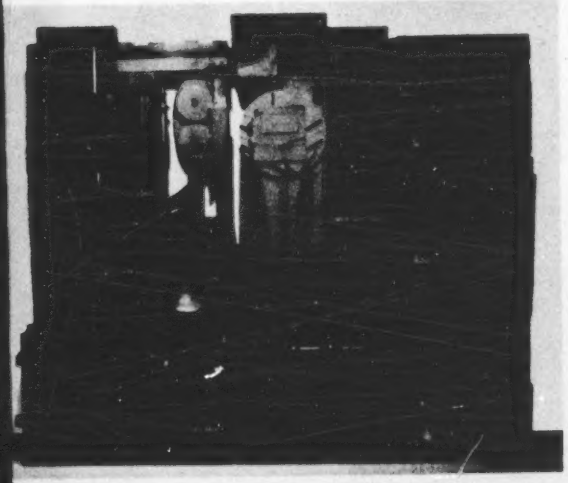
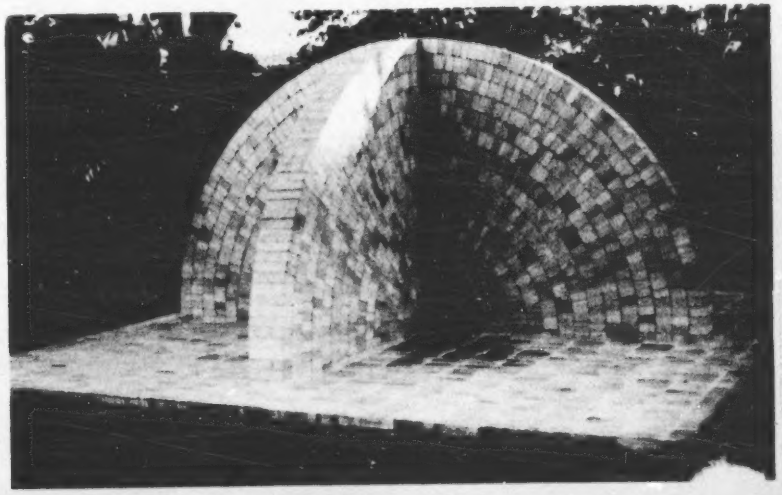




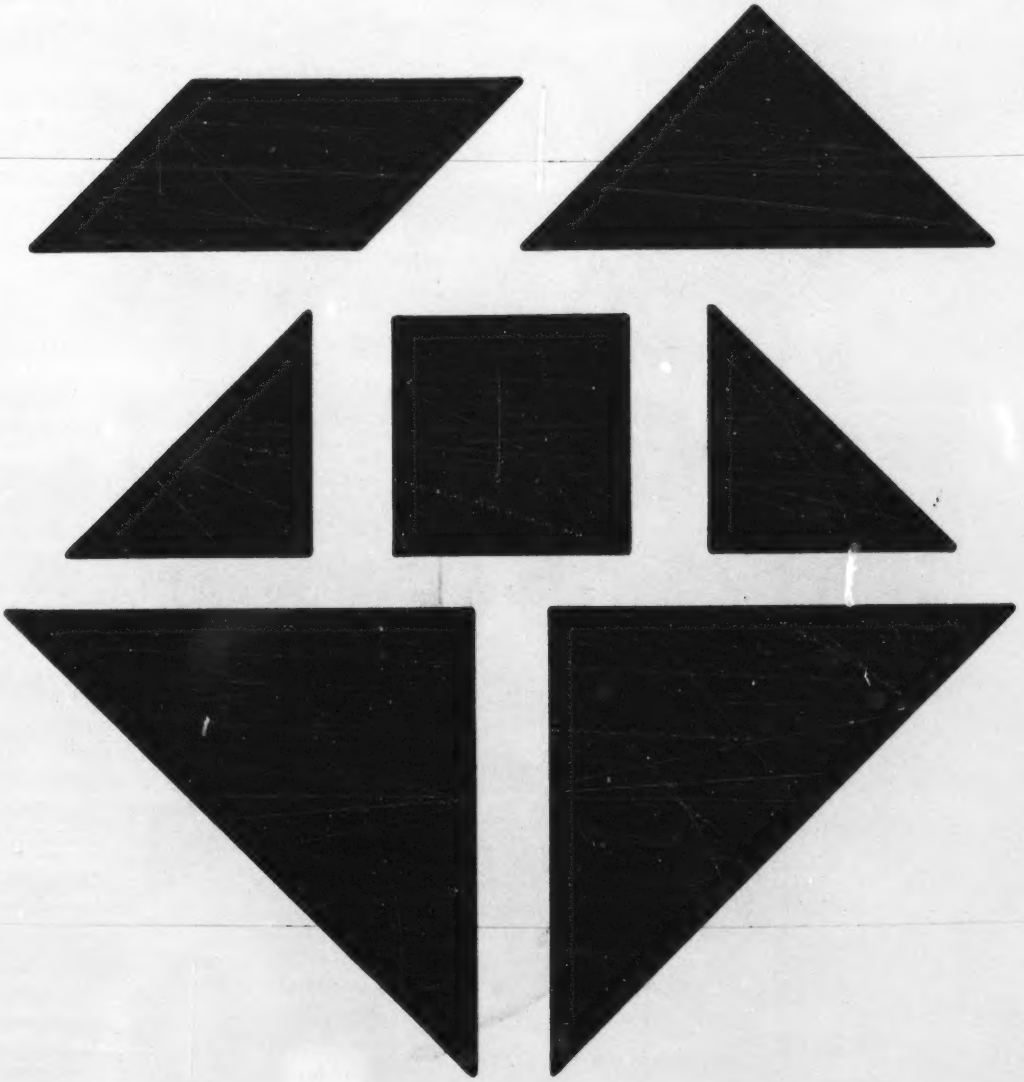
3

4

TANAGRAM PUZZLE PIECES

THE SEVEN SHAPES BELOW ARE THE SEVEN TANGRAM PIECES. THE TANGRAM PUZZLE ORIGINATED IN CHINA. HUNDREDS OF PUZZLES CAN BE MADE USING THE TANGRAMS. TAN—GRAMS CAN ALSO BE USED TO MAKE LEARNING MATHEMATICS MORE INTERESTING. IF YOU DON'T HAVE A SET OF TANGRAMS YOU MAY USE THESE SHAPES AS A PATTERN.

Directions: These pieces can be used to solve the 4 problems of the week.



Note: The two small triangles can be places adjacent to each other in such a way that you form the parallelogram or the middle size triangle or the square

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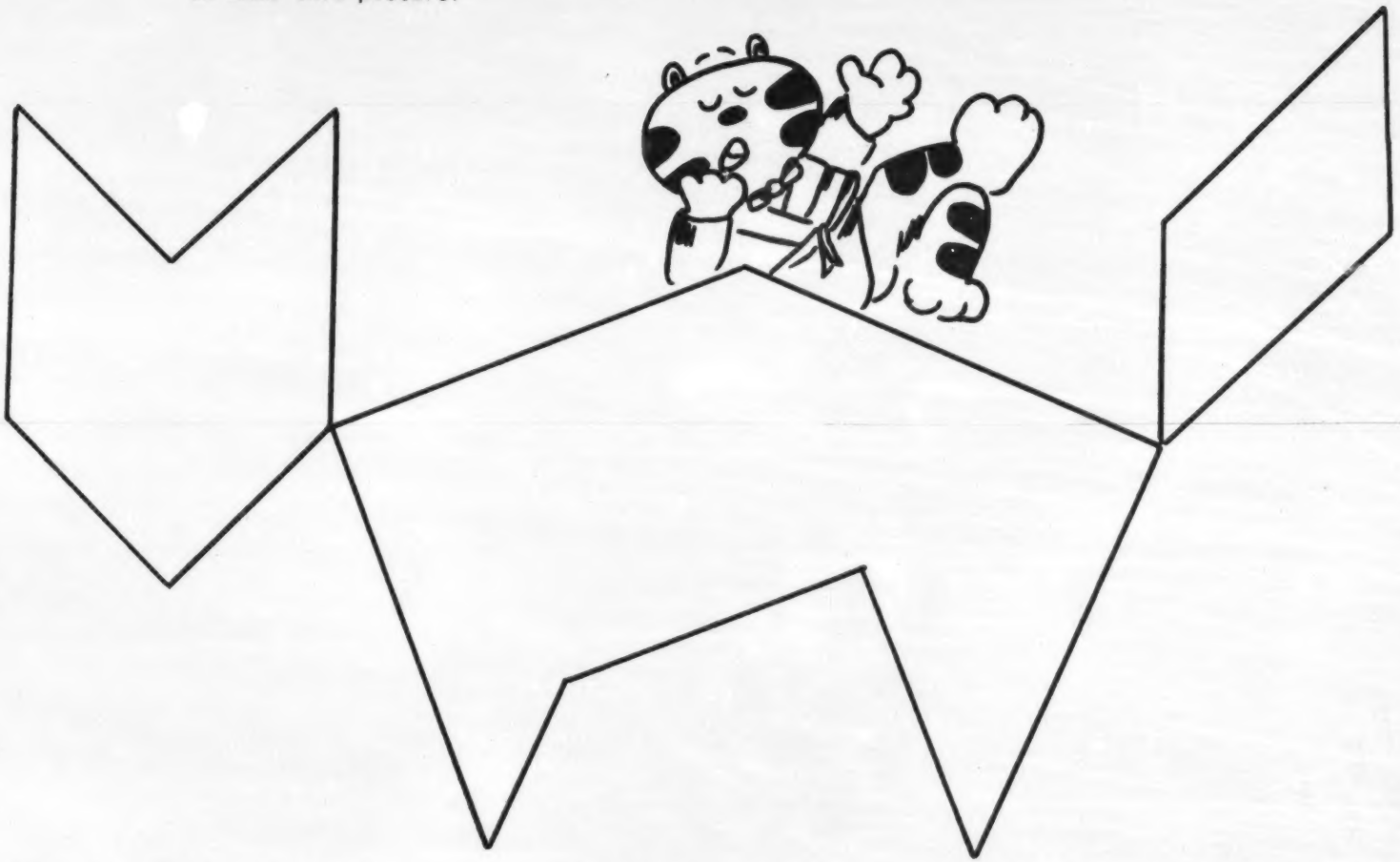
PROBLEM OF THE WEEK

Directions: Use your 7 tangram pieces
to make this picture.



-41-

Extension: Make a picture with your 7 puzzle pieces.
Draw around it. Give your puzzle to a friend.

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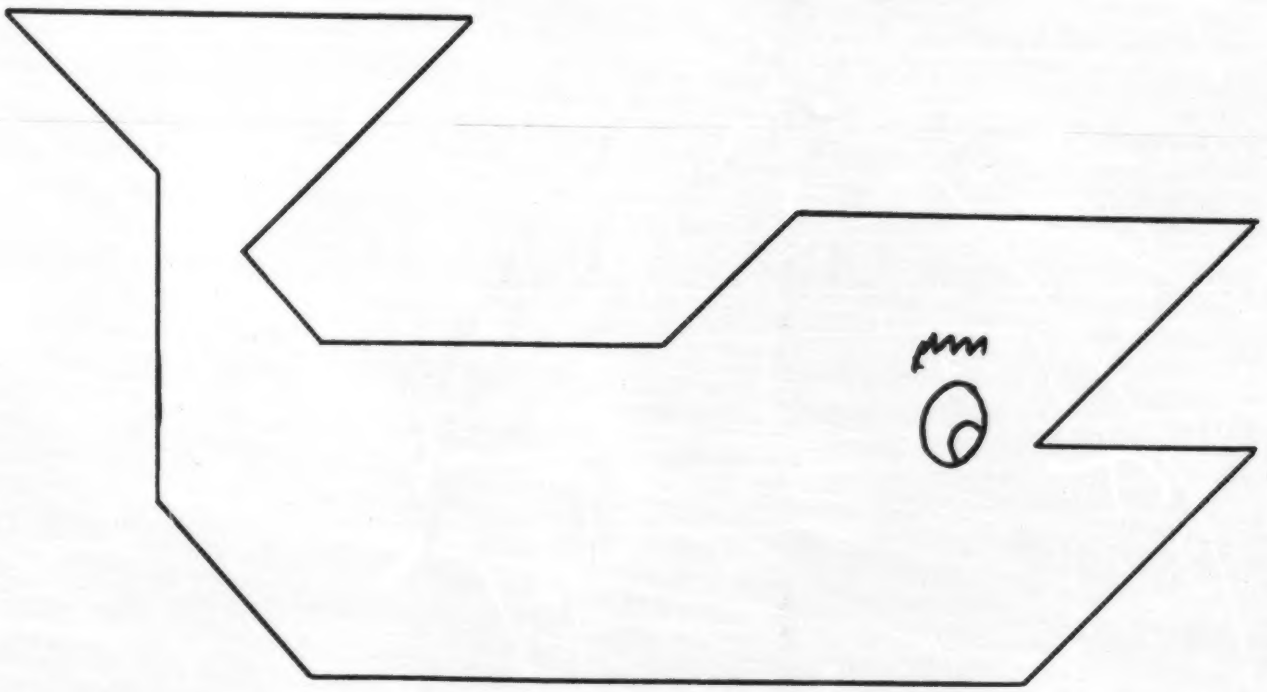
PROBLEM OF THE WEEK

TANGRAM FISH

Directions: Use your 7 tangram puzzle pieces to make this fish.



Extension: Can you make a house using all 7 of your tangram puzzle pieces?

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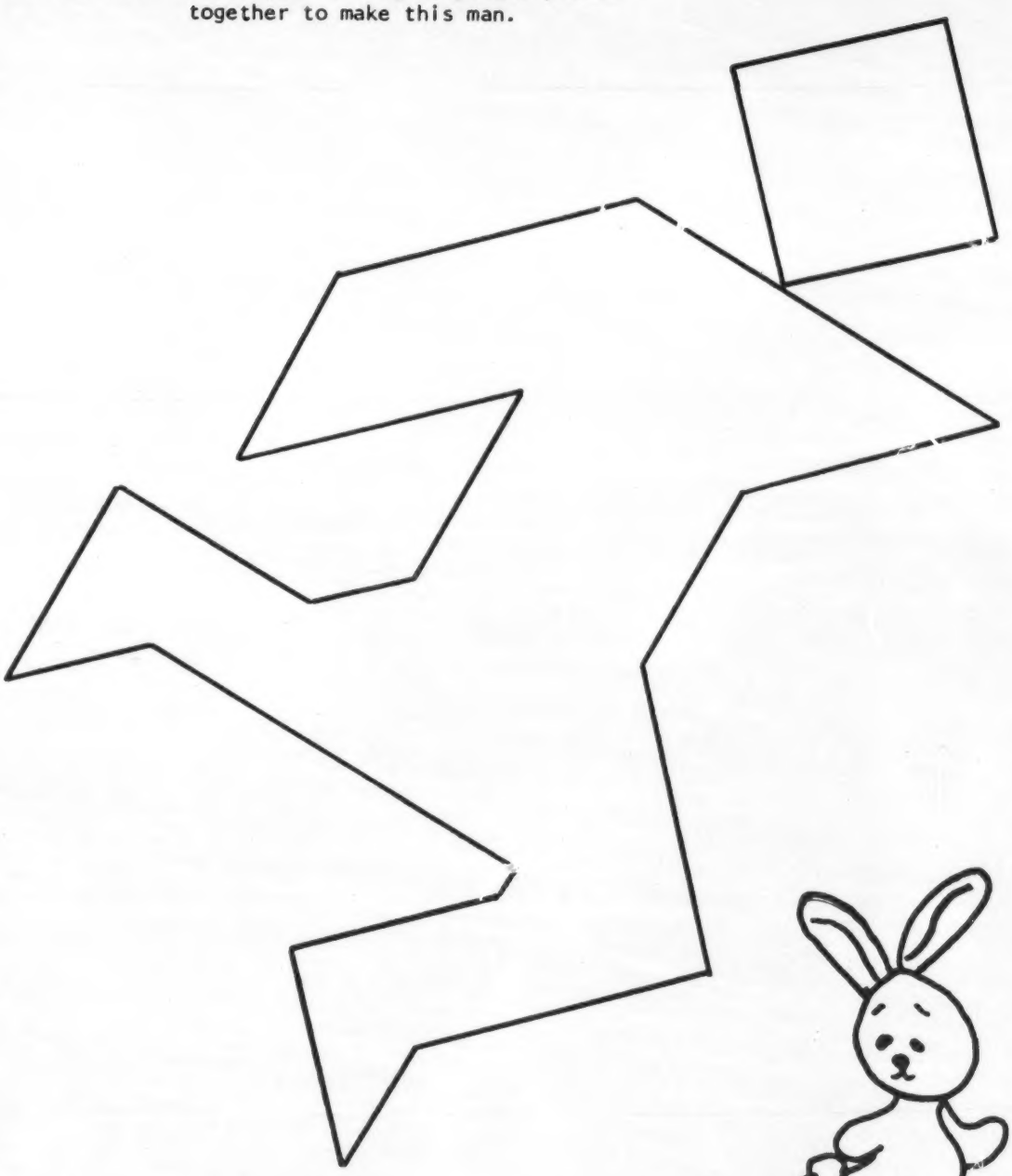
PROBLEM OF THE WEEK

TANGRAM MAN

Directions: Place your 7 tangram puzzle pieces together to make this man.



Extension: Can you make a boat with your puzzle pieces.

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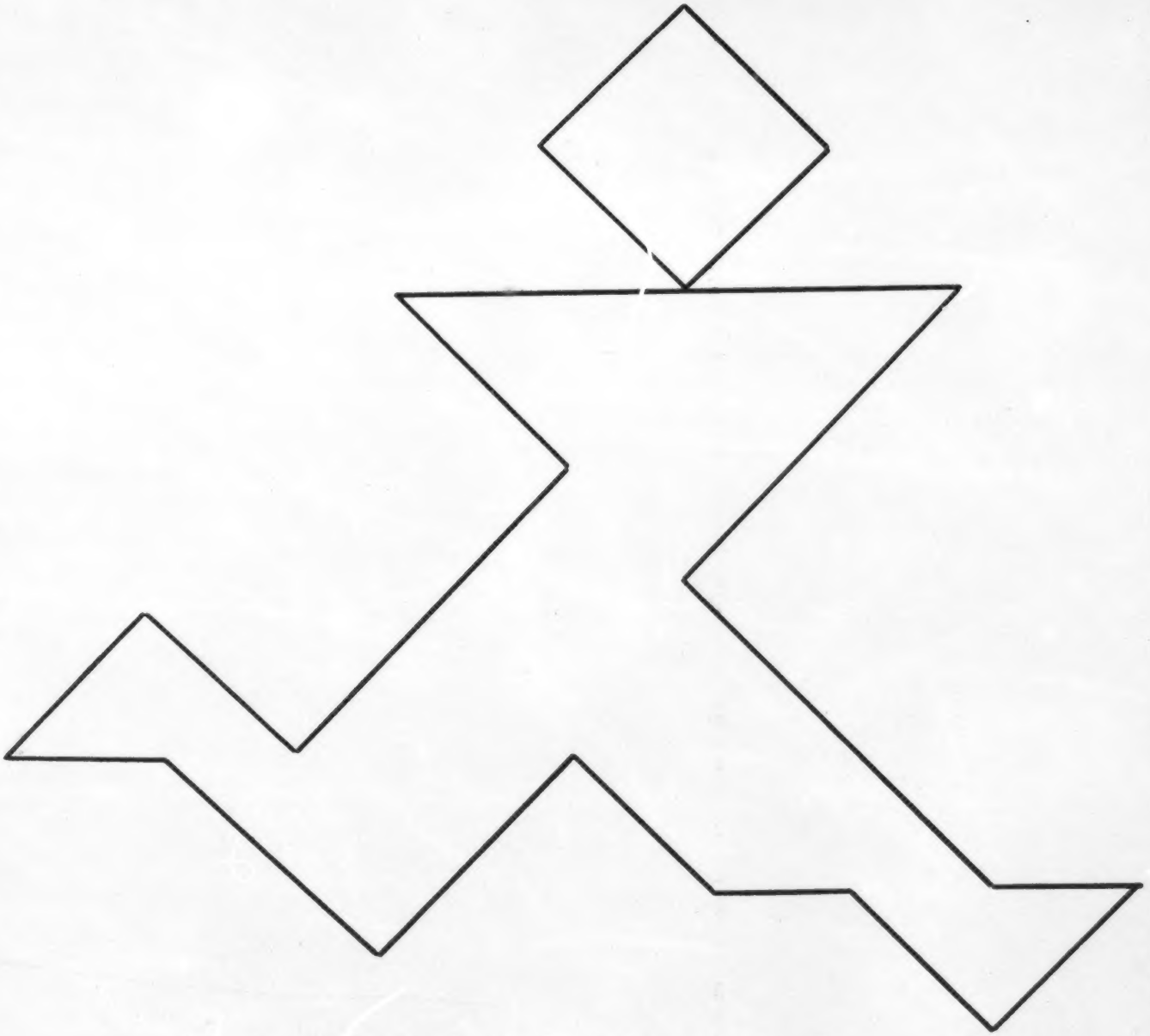
PROBLEM OF THE WEEK

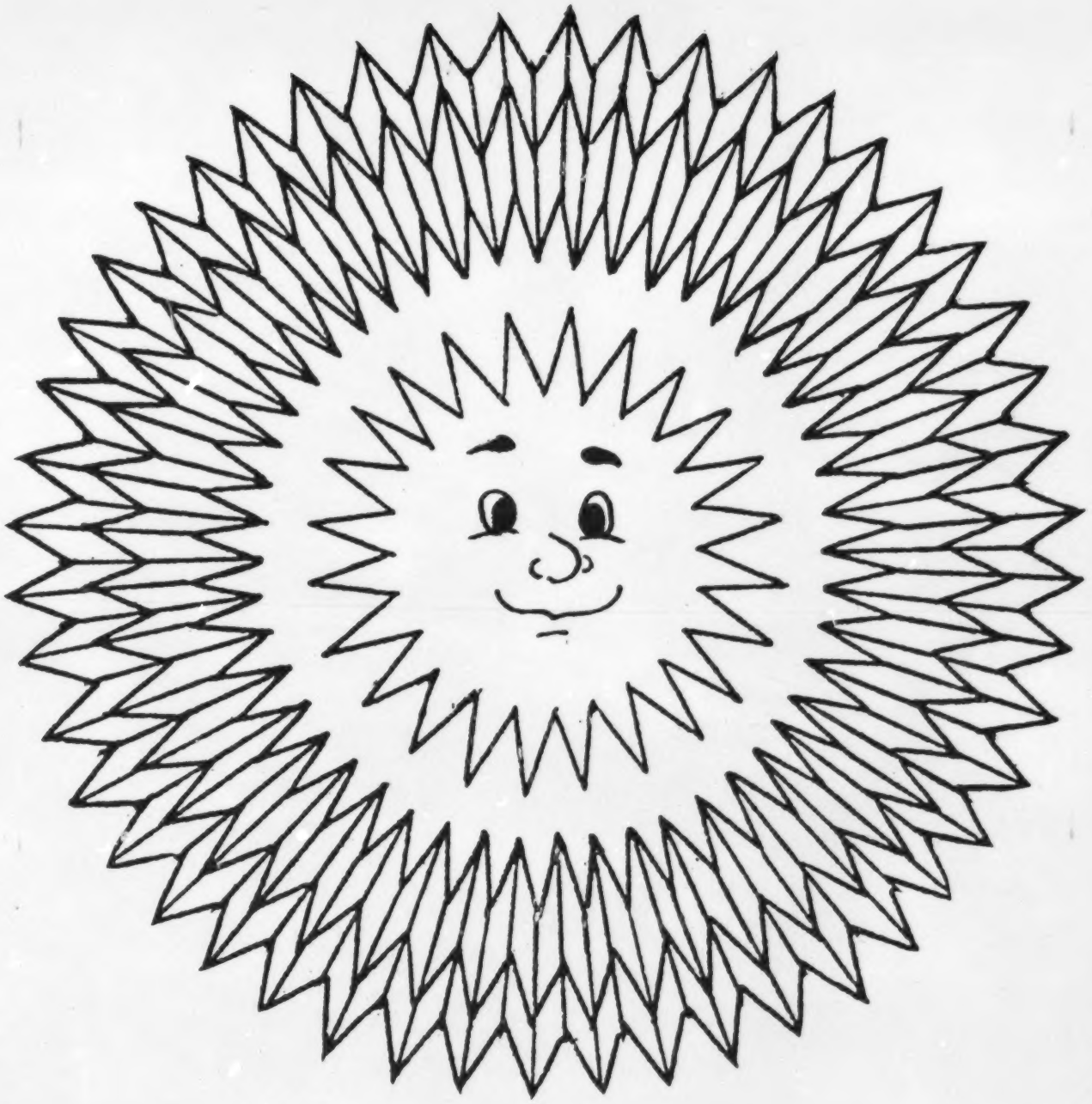
Directions: Make this man using all 7 tangram pieces.



Extension: Can you make a square using all 7 tangram pieces?
(This is a very difficult puzzle.)

SUNBURST DESIGN

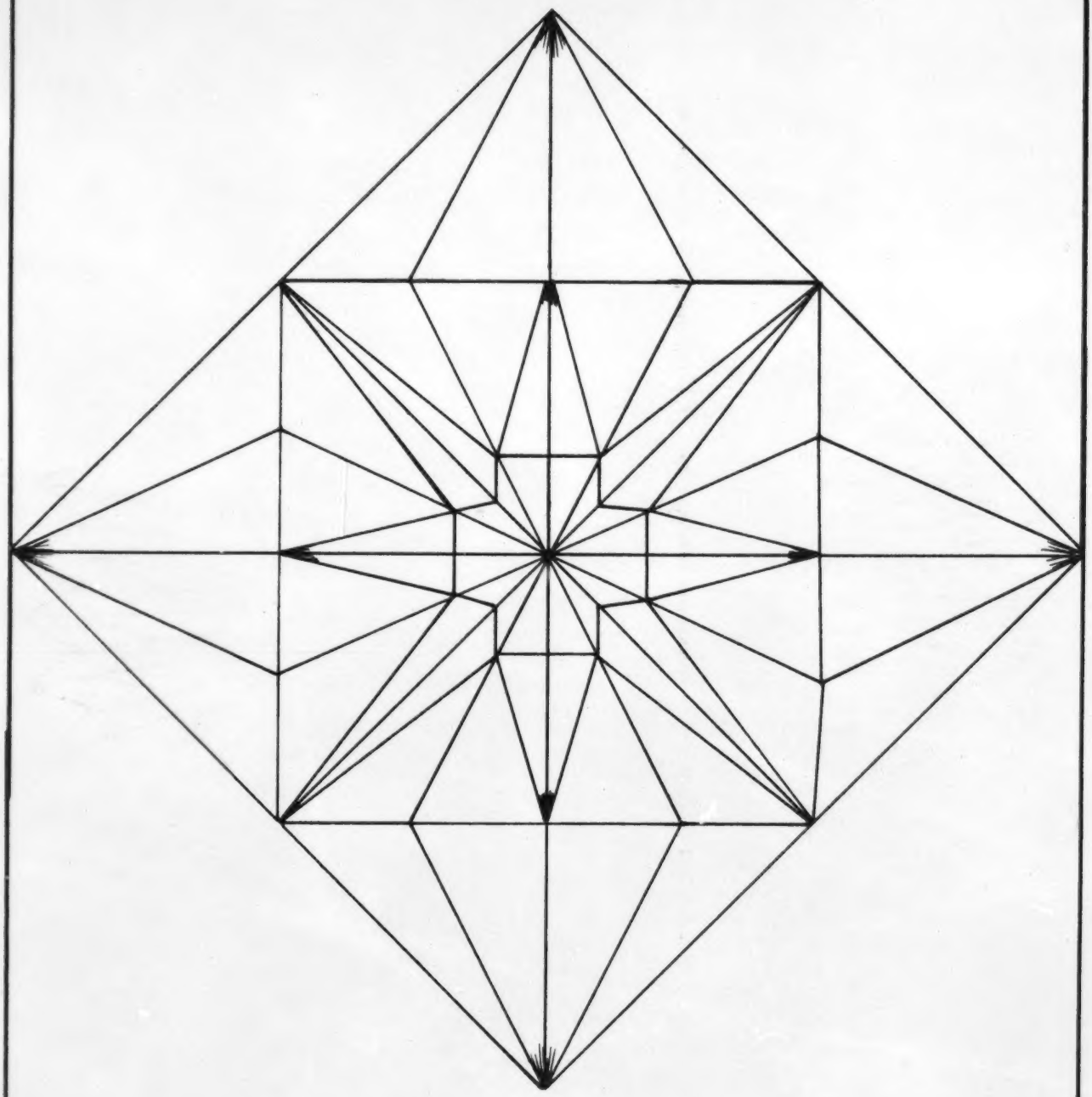
Directions: Choose a color pattern for this sunburst then color in that pattern.



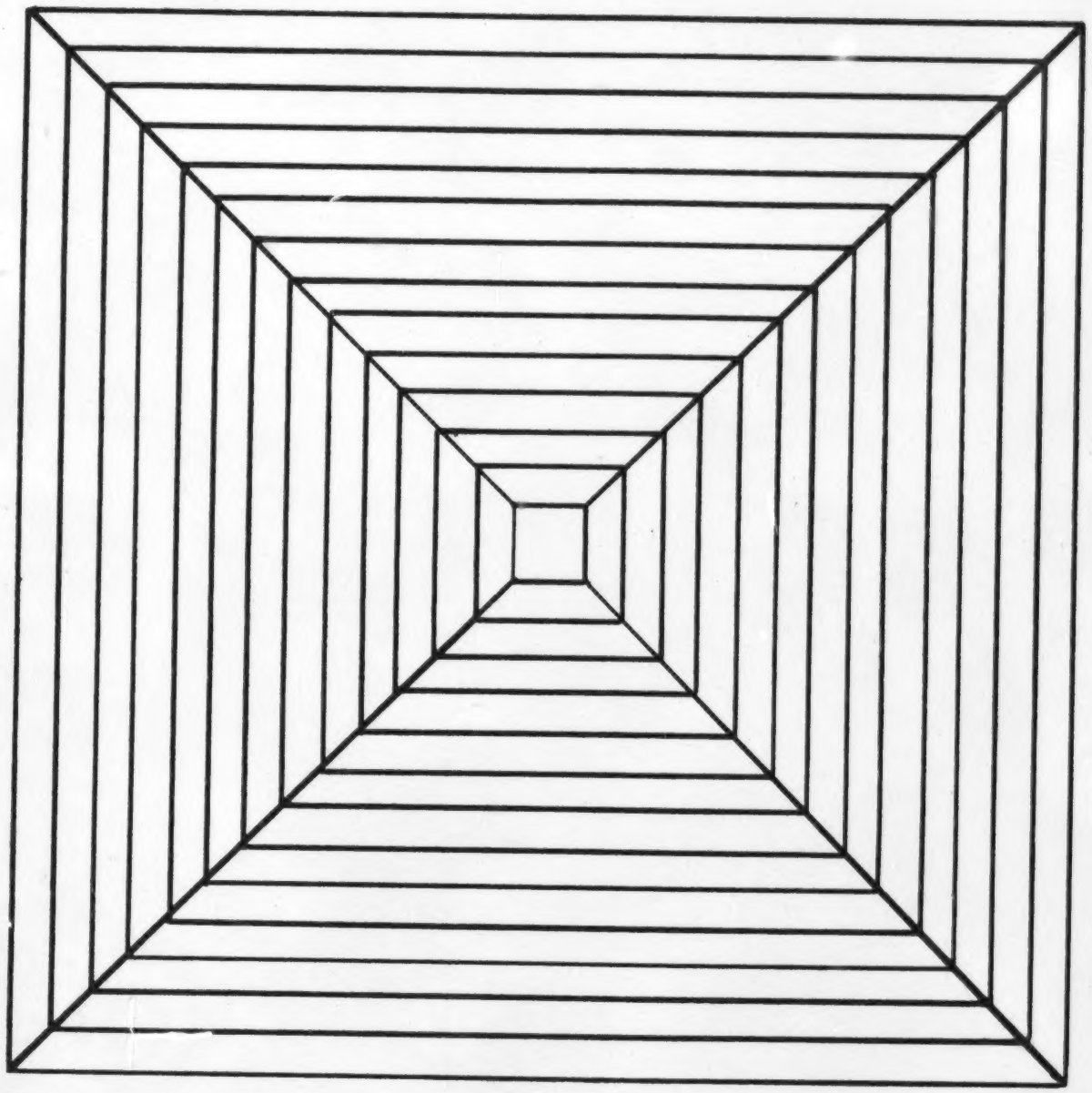
How many quadrilaterals (4 sided polygons) are in this sunburst?_____

PATTERNS IN DESIGNS

Directions: Look for patterns. Use color to accent your favorite pattern.



COLOR A PATTERN

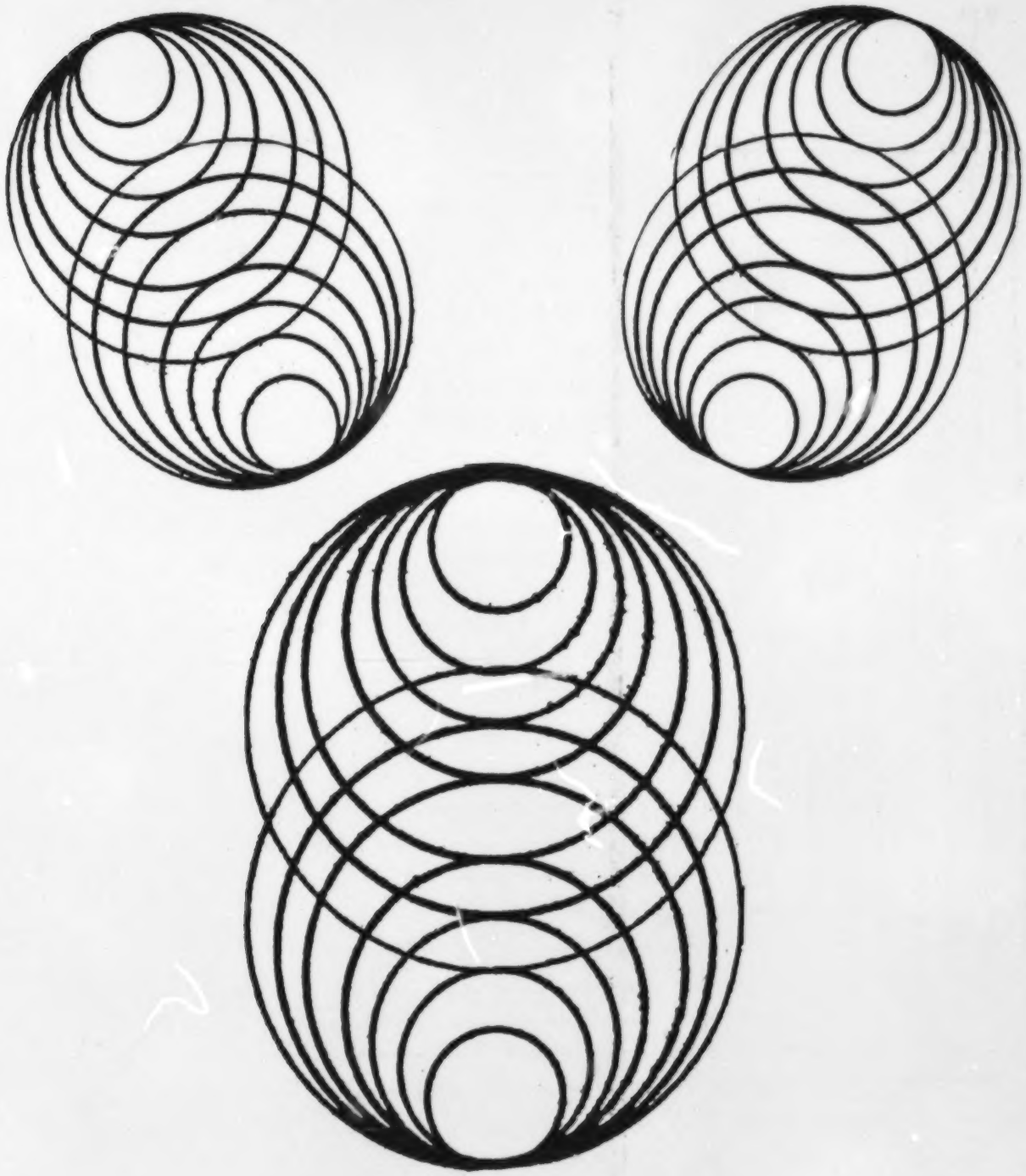


How many squares are in this drawing?_____

How many trapezoids are in this drawing?_____

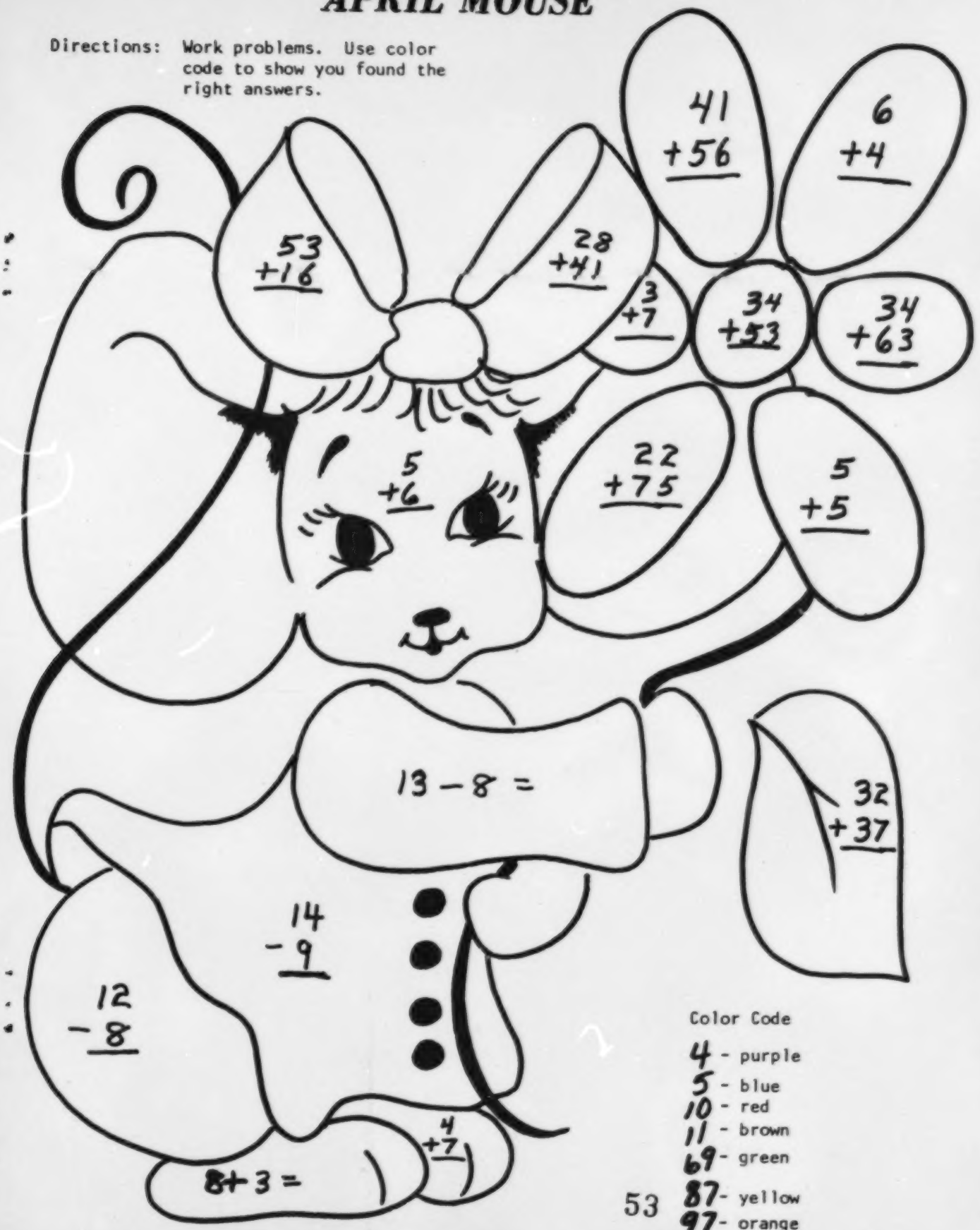
DESIGN A PICTURE

Directions: Look at this design. What do you see or think it looks like? Add your own lines to make a picture. Color your design or picture.



APRIL MOUSE

Directions: Work problems. Use color code to show you found the right answers.

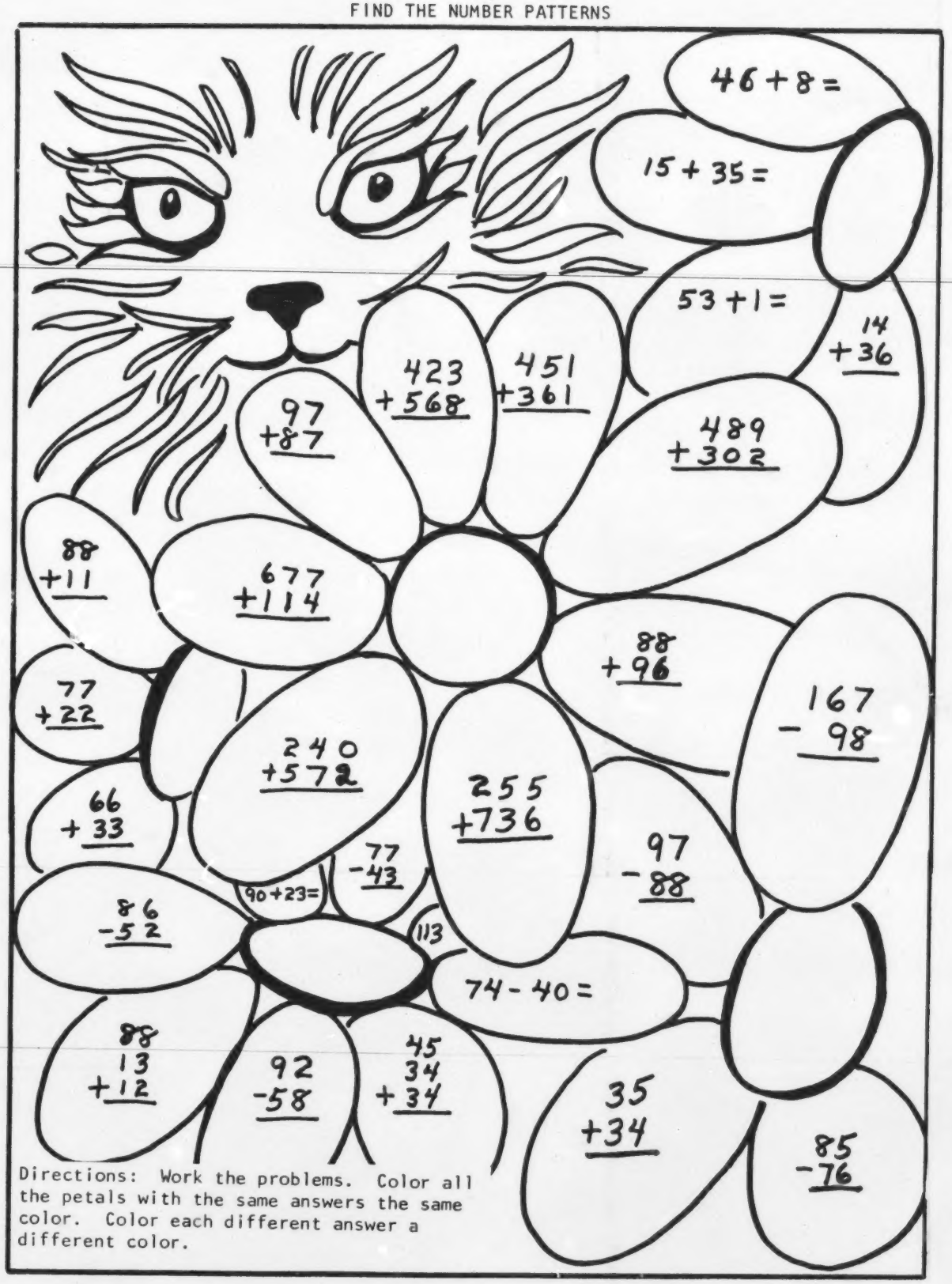


Color Code

4 - purple
5 - blue
10 - red
11 - brown
69 - green
87 - yellow
97 - orange

53

FIND THE NUMBER PATTERNS



Directions: Work the problems. Color all the petals with the same answers the same color. Color each different answer a different color.

APRIL BIRTHDAYS

DATE	NAME	INFORMATION
2-1805	HANS CHRISTIAN ANDERSON	DANISH WRITER OF FAIRY AND FOLK TALES.
3-1783	WASHINGTON IRVING	AMERICAN ESSAYIST AND HUMORIST.
3-1860	PONY EXPRESS	FIRST PONY EXPRESS RIDER LEFT SACRAMENTO.
5-1856	BOOKER T. WASHINGTON	DISTINGUISHED AMERICAN NEGRO EDUCATOR.
6-1874	HARRY HOUDINI	AMERICAN MAGICIAN.
8-1460	PONCE DE LEON	SPANISH SOLDIER AND EXPLORER.
10-1829	WILLIAM BOOTH	FOUNDER OF THE SALVATION ARMY.
10-1847	JOSEPH PULITZER	FOUNDER OF THE PULITZER PRIZE.
10-1866	S.P.C.A.	AMERICAN SOCIETY OF THE PREVENTION OF CRUELTY TO ANIMALS FOUNDED.
13-1743	THOMAS JEFFERSON	THIRD PRESIDENT OF THE UNITED STATES.
15-1819	OLIVER EVANS	AMERICAN BUILDER OF STEAM ENGINES.
16-1889	CHARLES "CHARLIE" CHAPLIN	COMEDIAN, DIRECTOR AND AUTHOR: STAR OF SILENT SCREEN MOVIES.
18-1775	PAUL REVERE'S RIDE	NIGHT OF PAUL REVERE'S FAMOUS RIDE.
21-1838	JOHN MUIR	SCOTTISH AMERICAN NATURALIST.
23-1564	WILLIAM SHAKESPEARE	GREATEST ENGLISH POET AND DRAMATIST.
23-1791	JAMES BUCHANAN	FIFTHTEENTH PRESIDENT OF THE UNITED STATES.
27-1822	ULYSSES S. GRANT	EIGHTEENTH PRESIDENT OF THE UNITED STATES AND A UNION GENERAL DURING THE CIVIL WAR.
28-1758	JAMES MONROE	FIFTH PRESIDENT OF THE UNITED STATES.

Famous Artist

DATE	NAME	INFORMATION
1-1488	MICHELANGELO	MICHELANGELO BEGINS HIS TRAINING AS AN ARTIST AND BECOMES AN APPRENTICE IN DOMENICO AND DAVID GHIRLANDAIO'S WORKSHOP.
9-1893	CHARLES BURCHFIELD	AMERICAN PAINTER
10-1924	KENNETH NOLAND	AMERICAN PAINTER
15-1682	JAN VAN HUYSUM	DUTCH STILL LIFE PAINTER
15-1889	THOMAS HART BENTON	AMERICAN MURALIST
22-1922	RICHARD DIEBENKORN	CONTEMPORARY AMERICAN PAINTER
24-1904	WILLEM DE KOONING	ABSTRACT EXPRESSIONIST ARTIST (PAINTER)

APRIL

Have A Happy Easter

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday